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ABSTRACT

By virtue of the educational process, there exists a literate electorate that wants a voice in what the educational system is producing and that knows how to articulate its demands. Schools are faced with Federal, State, and district expectations. Along with these expectations there are internal and external forces that weigh on the educational decisionmaking process and thus establish priorities regarding the action to be taken. To accomplish the full involvement and accountability of all levels with input into the educational program, the educational plan presented here includes instructional and managerial goals for the following levels: community, district, school, and department/unit. These goals are translated into performance objectives and set out in matrix form with workplans and monitoring criteria. (WM)

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EA 006 617

West York Area School District

York, Pennsylvania

ADMINISTRATIVE ACCOUNTABILITY

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EDUCATIONAL PLAN

OF THE

WEST YORK AREA SCHOOL DISTRICT

Compiled by:

SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION

May, 1974

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WEST YORK AREA SCHOOL DISTRICT

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INTRODUCTION

Education is experiencing a thrust toward "accountability." The West York Area School District is in philosophical concurrence with this thrust and has taken advantage of it to institute a developmental management system which will accomplish the goals of accountability in education.

Based on our experience with new management systems and rapid program change within the District, and further based on interaction with the local community regarding their educational expectations, a new concept in the field of accountability has emerged.

It is the desire of the staff that this educational plan represent the efforts of the entire team to provide a student delivery system which will be designed to meet community goals.

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EDUCATIONAL PLAN

OF THE

WEST YORK AREA SCHOOL DISTRICT

PURPOSE OF AN EDUCATIONAL PLAN

As early as education became part of the public domain through the compulsory attendance laws of the State of Massachusetts, communities have been dealing with the purposes, intent, and expectations of what an educational system should produce in end results. National commissions and committees were formulated by three Presidents, with the White House Conference on Education of 1956 producing the most comprehensive list of expectations.

Education itself has emerged from a transitional period of traditional instruction characterized by the "little red school house" to the era of education via media and individualized instruction. Neither the teacher nor the community can afford to take a step backward. Both educators and the community are becoming more sophisticated in the formulation of an educational program--and each is asking for a more effective voice.

Under the aegis of accountability, the people providing the resources to carry out an educational program are asking for results, cost effectiveness, and improvements in the educational structure. Most educators agree that this type of accountability has been long overdue.

Accountability as it was originally proposed to the educational community was done in a "shotgun" approach with many sectors providing the pressure for the implementation of expected results overnight. What the community was seeking was a new management system which would be able to provide results. Instead, many people jumped onto bandwagons to develop various accountability systems under terms such as:

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1. Performance Objectives
2. Program Planning Budgeting Systems
3. Centralized Management
4. Participatory Management

Each represents some of the directions that educators took. In most cases, these early attempts dealt with segments of the problem instead of the whole problem and lacked acceptance of the educational community. Political pressures managed to retain the concepts of accountability in the forefront of educational planning--and now the product is beginning to bear fruit. The end result should be an educational model which is more capable of delivering to community expectations.

EXTERNAL AND INTERNAL PRESSURES ON AN EDUCATIONAL PLAN

A school district can no longer operate in a vacuum, ignoring the soundings formulating in the wings. By virtue of the educational process, a literate electorate exists which wants a voice in what its system is producing and that electorate now knows how to articulate its demands. Schools are faced with a number of forces which must be considered in the decision-making process:

1. Federal Expectations: The federal government is now providing close to 3% of some state and district educational budgets. Due to this backing and legislative pressure or national concern regarding the product of the school, demands are being made on the system which can be felt all the way to the classroom level.

2. State Expectations: The state, in turn, supplies approximately 42% of a district's educational budget. Through the State Department of Education and legislative mandates expressed in law, state expectations are placed upon the schools and felt directly in the operation of classes.

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3. District Expectations: The remaining share of the budget comes from local sources. Because of this and the resultant effect that the educational product has on the community, an accountability expectation regarding the school's product has become a potent force.

In processing each of these demand levels, there are internal and external forces which weigh on the decision-making process and, thus, establish priorities regarding the action to be taken:

1. Demands Outside of District (Outside of Education): This would represent input from governmental agencies, the business community, or others who do not have close contact with the District.

2. Demands Outside of District (Inside of Education): This input would come from federal or state educational agencies, professional educational associations, and other educational groups which do not have a direct voice in the District.

3. Demands Inside District (Outside of Education): These groups and persons represent the segments of a local community which will make direct demands on the educational system and its end product.

4. Demands Inside District (Inside of Education): These are the demands on the staff which are based on their own perceptions of all the previous pressures, including the needs of the students themselves.

As illustrated in CHART A, these pressures are hierarchical with the decision-making process or reaction to the demands being weighed against each of these pressures. If these demands are not placed into perspective, the result is chaos. It is for this reason that educational administrators have given their attention to improved management systems which will allow for increased interaction to resolve educational demands.

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CHART A

DEMANDS FOR EDUCATIONAL INTERACTION

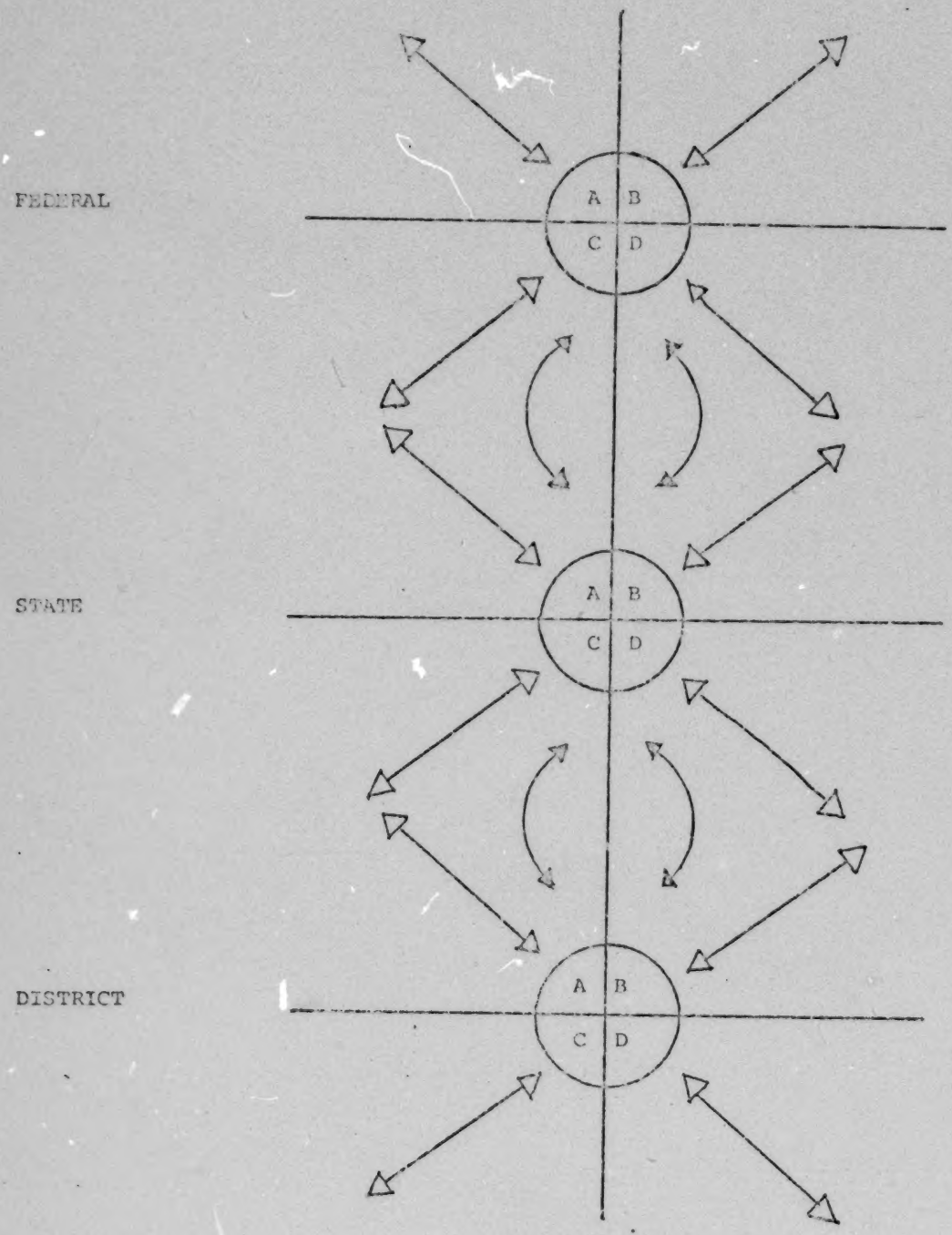

CHART A

A DEMANDS OUTSIDE EDUCATIONAL COMMUNITY)
B DEMANDS INSIDE EDUCATIONAL COMMUNITY) OUTSIDE DISTRICT

C DEMANDS OUTSIDE EDUCATION)
D DEMANDS INSIDE EDUCATION) INSIDE DISTRICT

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One of the results which can be seen in this management mode is the use of "advisory committees" which can focus on the demands and place them into perspective as they relate to the existing resources and needs of the community and the District.

Advisory committees allow for the study of the demands of the educational system as measured in student outcomes based on community-determined standards. This type of demand might be expressed as "goals" which the community wishes to have achieved. The educator's role then exists in interpreting these goals into instructional programs which reflect the learning patterns of students.

TAXONOMIES OF EDUCATION

THE EDUCATIONAL DOMAIN

A number of behavioral scientists have developed extensive theories about how a student learns, but none have yet discovered exactly what happens when the student reaches the "ah ha" level of true comprehension. The closest we have been able to come has been in the measurement of intelligence or, better yet, achievement when measured against prevailing standards.

One of the most brilliant works of modern education was the classification of levels of learning into a taxonomy of educational objectives. Benjamin S. Bloom and others created the taxonomy while working on the refinement of college entrance examinations where it was felt important to know the levels of attainment reached by the student regarding his ability to learn.

Teachers' later use of the taxonomy proved that very ineffective learning was taking place since most teacher-designed tests did not measure what the teacher expected of the class. This, in turn, led to many changes in attitudes related to instruction, including stated performance objectives, so students knew what was expected of them in the educational environment.

Bloom's original taxonomy is composed of three domains: the Cognitive Domain, first printed in 1956; the Affective Domain, printed in 1964; and the Psychomotor Domain, printed in 1972 and edited by Anita Harrow. Within each of these three classifications are represented

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the levels of learning which a student must acquire. These have an effect on two other domains which will be further illustrated. The Cognitive Domain and the Affective Domain as classified have the following hierarcy:

Cognitive Domain [1]

1. Knowledge - Knowledge is defined as the learner's recall of previously acquired material, ranging from specific facts to theories. Knowledge represents the lowest level of cognitive outcome.

2. Comprehension - Comprehension is defined as the learner's ability to know what is being communicated and his ability to make use of the communication. Comprehension represents the lowest level of understanding in the cognitive domain.

3. Application - Application is defined as the learner's ability to use abstractions in concrete situations. Abstractions include such things as general ideas, rules, methods, principles, and theories. The ability to apply learned material represents a higher level of understanding than comprehension.

4. Analysis - Analysis is defined as the learner's ability to break down a communication into its constituent parts such that the organizational structure of the communication is made explicit.

5. Synthesis - Synthesis is defined as the learner's ability to integrate parts to form a new whole. It is the process of finding new ways in which facts, rules, and principles can be interrelated.

[1] Richard L. Derr, A Taxonomy of Social Purposes of Public Schools, David McKay Company, Inc., New York, 1973, p. 7.

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Affective Domain [2]

1. Receiving - Receiving is defined as the learner's willingness to attend to certain stimuli and phenomena. It represents the lowest level of affective outcomes in the learner's behavior.

2. Responding - Responding is defined as active participation on the part of the learner. At this second level, the learner is not only attending to a particular phenomenon but he is reacting to it in some way.

3. Valuing - Valuing is defined as the learner's assignment of value or worth to some phenomenon. It represents a commitment on the part of the learner to behave in a particular manner.

4. Organization - Organization is defined as the establishment of inter-relationships among values acquired by the learner. It represents the beginning of the process of building an internally consistent system of values.

5. Characterization by a Value or Value Complex - Characterization is defined as the development of a characteristic life style by the learner. At this highest level of internalization, the values acquired and organized by the individual have controlled his behavior for a sufficiently long time so as to characterize his way of behaving.

[2] Ibid., p. 8.

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The psychomotor classification was not available to the District at the time of this writing. The domain has importance particularly in light of the increased demands for saleable skill preparation which often call upon learning levels from this domain.

The expertise supplied to the educational system in assisting students to develop these learning levels formulates the classroom teacher and curriculum designer's most important roles in education. The community itself expresses its expectations in two other domains (learning & social).

THE LEARNING DOMAIN

Communities have often called this domain the "three R's," and many traditionalists feel that these are the only areas the schools should deal with. Modern classification systems now place the learning domain into what is called the "four C's.

1. Communications - All the processes of learning which involve reading, writing, speaking, and visual communications with each other.

2. Comprehension - The processes of understanding what we have learned, including the ability to relate that information to life situations in a positive manner.

3. Computation - The ability to deal with simple and complex figures as they relate to daily activities and work.

4. Coping - The ability to interact with peers, adults, and critical life situations in a changing environment.

The above areas can be considered processes which interlace themselves throughout all subject matter areas that are offered in a school system. In addition, education is carried out by a man to pass on his heritage. The community reflects its desires of the educational system in this area through the "social domain."

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THE SOCIAL DOMAIN

More and more, the school system has been asked to assume the burdens of society which were previously assumed by the family unit or the church. Education has been expected to provide the panacea for all the social ills. Although the relevancy of this approach can be challenged, the demands still exist. Until recently, no domain existed in this area to assist educators in structuring educational programs.

In the previously cited text written by Richard L. Derr of Case Western Reserve University, A Taxonomy of Social Purposes of Public Schools, the rudiments of a taxonomy have been structured. Since a taxonomy usually places a hierarchical level on the terms thus classified, this work is incomplete. It is Derr's contention that the actual classification using his system has to be completed at the local school level. The text still represents a monumental piece of work providing the following four "individual-in-society" educational purposes:

1. Citizenship - The student acquires the elements of heritage, learns responsible citizen roles, and respects the rights of others as elements of this domain.

2. Worker - The student develops a work ethic which is consistent with changing technology and continued learning. It includes the acquisition of career competencies in a productive society.

3. Family Membership - The student develops attitudes appropriate with family unity, moral values, and a social ethic which recognizes the dignity of others.

4. Leisure Time Use - In changing times when extensive leisure time may be available to the student during his life, he needs to develop a life style which is consistent with his career choice and which will allow him to return benefits to the society he serves.

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Each of the three principal domains listed, Educational, Learning, and Social, interact on the student in the educational process. How this is achieved can be expressed in an Educational Plan as part of the total learning process. CHART B illustrates the interaction of these domains on the student in this process.

THE TEACHER AS A MANAGER

The role expectation of the modern teacher is far removed from the profile which is remembered from the days of the "Little Red School House." Although the teacher time is dedicated to the instruction of students, educational theory and economic necessity have changed roles significantly. The modern teacher is also a manager--more and more the expectations of the educational community are providing for him to become a member of the management team.

This does not mean that administration of schools is being usurped or replaced by teacher teams, but that the resources available to teachers and the need for participatory development in accomplishing a variety of goals calls for a more effective team management approach. These management changes are being experienced by educators in many ways:

1. Self-Directed Management (SDM) - A management system where the employee and supervisor plot out a course of action for specific goals and objectives in a manner agreed upon by the person to perform the duties.

2. Implementation - A system of teacher evaluation which draws upon the principles of accountability.

3. Participatory Management - An opportunity for all the participants who provide the end product to have a voice in determining how they will achieve the educational program goals.

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CHART B

EDUCATIONAL DOMAIN INTERACTION

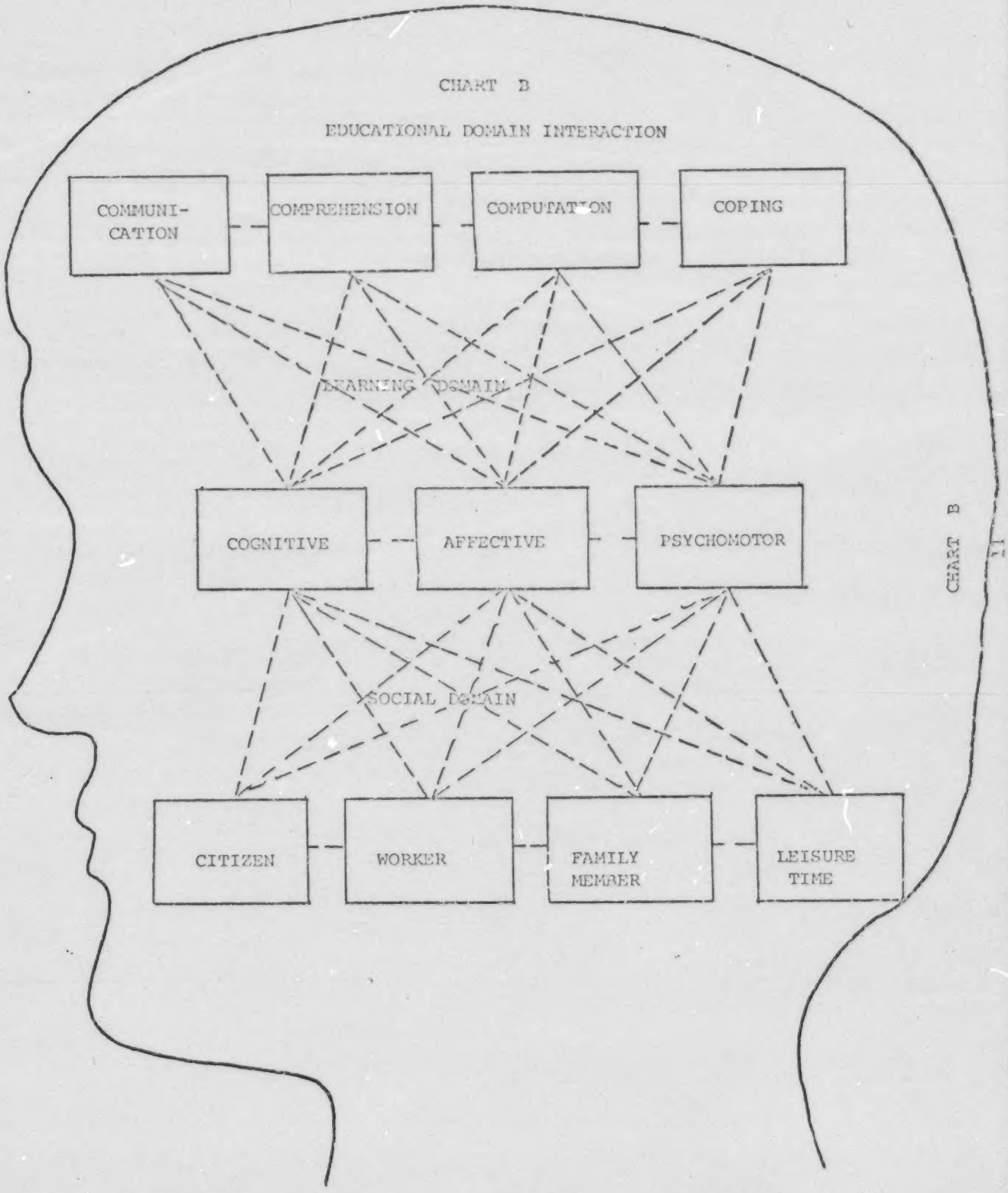

CHART B

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As illustrated in CHART C, the teacher in modern decision-making processes has to deal with a number of outside pressures which affect him more directly than the internal/external pressures related earlier. These include:

1. Community Expectations - as they relate to the specific subject matter being taught by that teacher.

2. Student Expectations - regarding the services and the quality of instruction which will be provided in the class.

3. Administrative Expectations - regarding the operational functions of the school plant.

4. Peer Expectations - as they relate to the total teaching environment and individual economics.

Participatory management takes place in modern education for the teacher in dealing with:

1. The Educational Plan - and the means by which he or his department can make a contribution to the end product.

2. Curriculum Resources - assistance in the selection, monitoring, and maintenance of effective curriculum resources for his subject field.

3. Para-Professionals - the use of para-professionals to assist in the instruction is growing. This provides a means of offering more individualized instruction to students.

4. Data Resources - the management and retrieval of data relative to learning will be more commonplace in the classroom in future years. With the inception of baseline information and instructional information on the computer, the instructor will have the capability of identifying priorities and providing more effective instruction.

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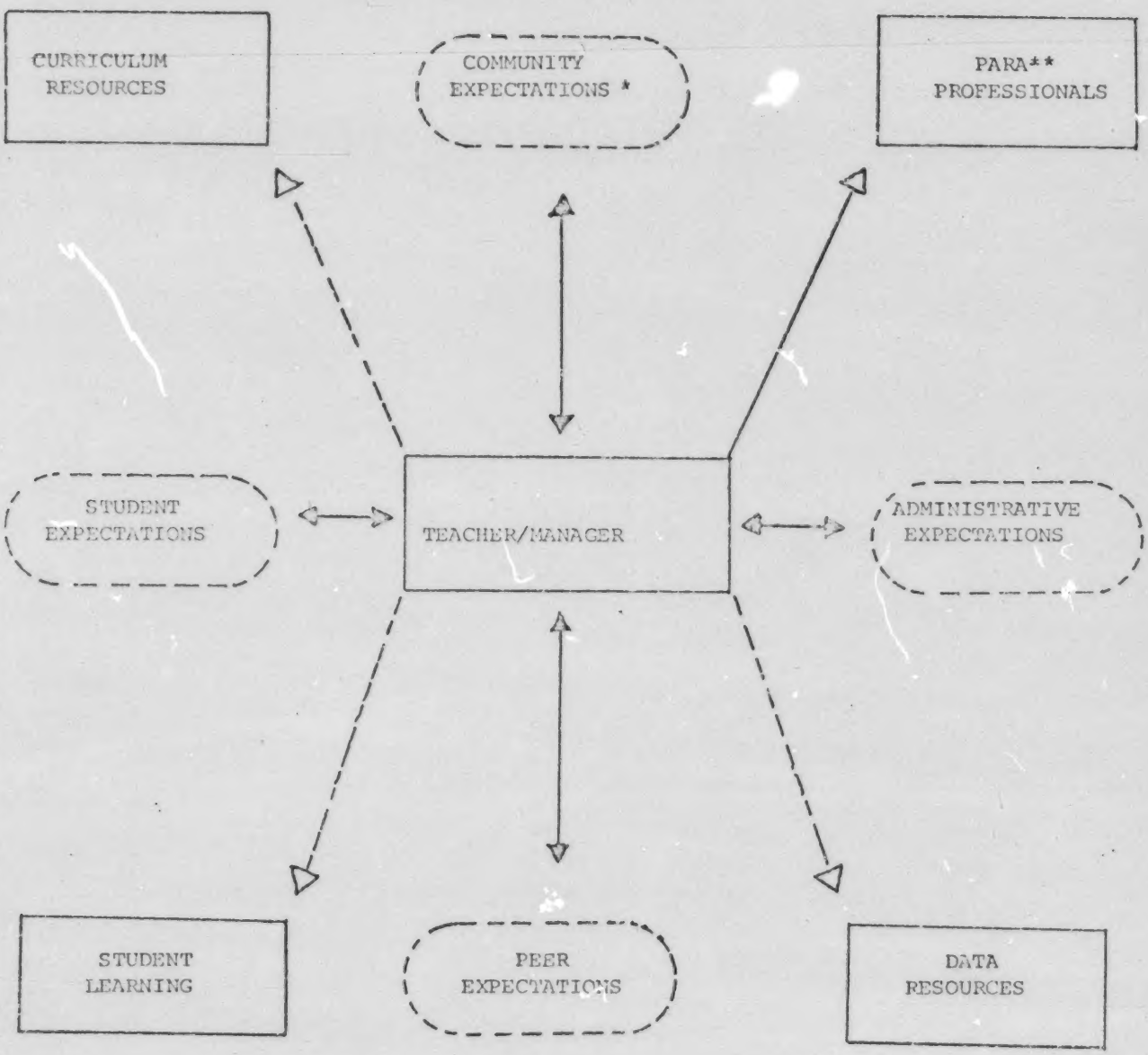
CHART C

MANAGERIAL PROFILE



* EXTERNAL PRESSURES
** PARTICIPATORY MANAGEMENT

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5. Student Learning - With all the advances in learning practices and the tearing down of barriers which previously existed between disciplines, the management of student learning as it relates to an educational plan or to learning theory will demand increased management skills.

THE ACCOUNTABILITY MODEL

Teachers and administrators have become more accountable for the product they produce. We have discussed Self-Directed Management and Participatory Management as elements of an accountability model. Further illustration is shown through CHART D of the two directions accountability takes in the system to achieve student results.

1. Individual Accountability - Each member of the educational team is answerable to a supervisor in relation to his assignment. Individual accountability encompasses all members of the team.

2. Program Accountability - In relation to the expectations of the community, specific programs have been designed to achieve the stated goals. Accountability for these program goals is measured in a "program mode." To communicate this mode to the community and to provide for assessment, the Educational Plan has been developed.

DEVELOPMENT OF THE EDUCATIONAL PLAN

One of the tenets of Participatory Management is that "program expectations" will be followed by "program fulfillment," with each member of the organization being responsible for his "piece of the action." Since a case has already been established for full community involvement, any model to carry out the expectations must include input from all segments interacting in the model.

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CHART D

ACCOUNTABILITY MODELS

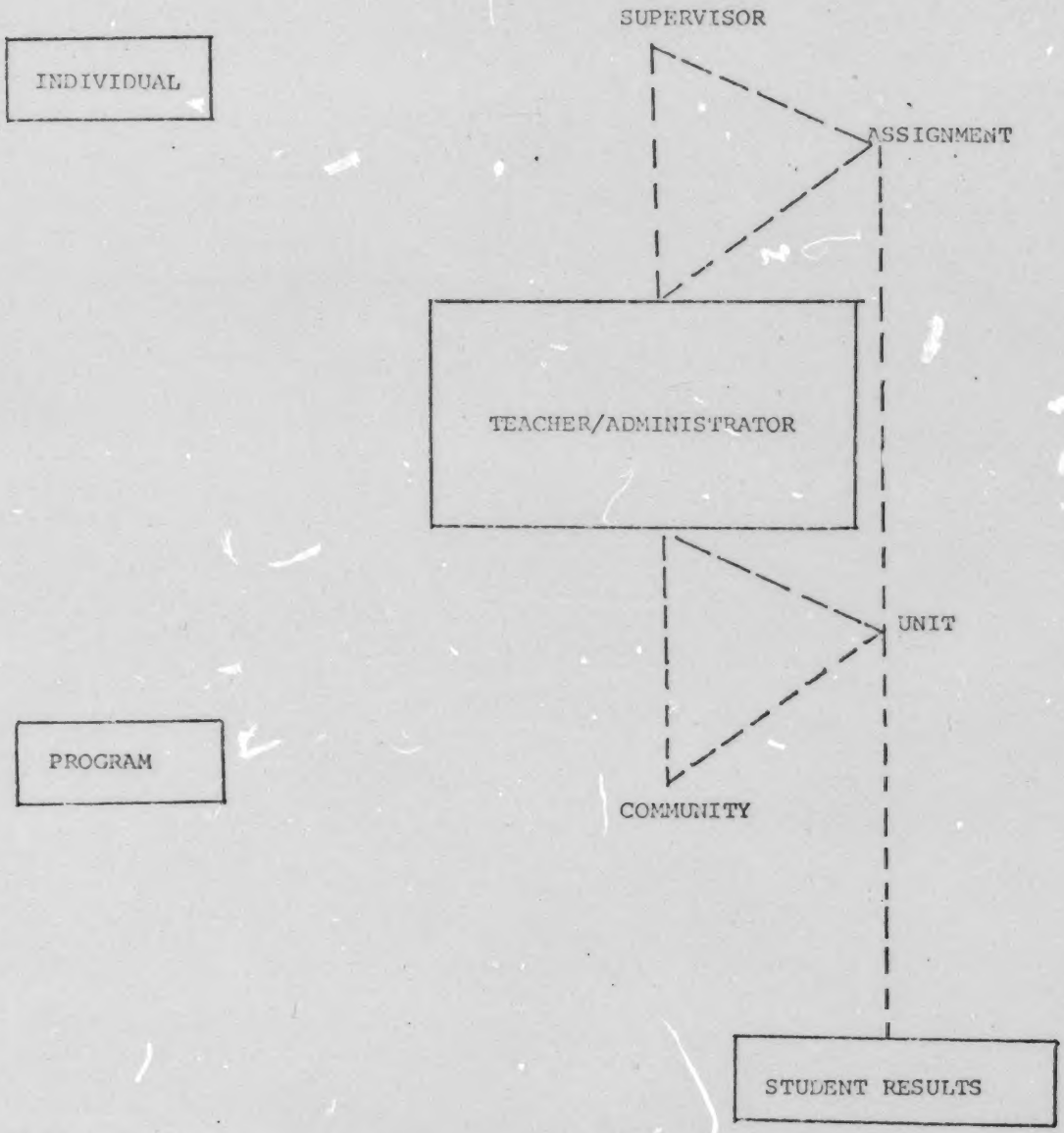

CHART D

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To accomplish full involvement, the Educational Plan which is being presented includes levels as illustrated in CHART E. These levels are:

1. Community - many individuals who establish thrusts relating to the Community Instructional and Managerial Goals.

2. District - which must provide the support services and resources to carry out and manage the Plan.

3. School - which through its sub-community and administrative resources must provide for the overall goals as they relate to that school community.

4. Department/Unit - which in reference to the community expectations provides for its contribution.

At this time, this constitutes the educational plan levels which will support the program accountability aspects of the program. The individual class could make program contributions but due to the cross-referencing of activities by teachers in more than one area of responsibility, the class level as a level of the program has been assigned to the accountability model for individual accountability.

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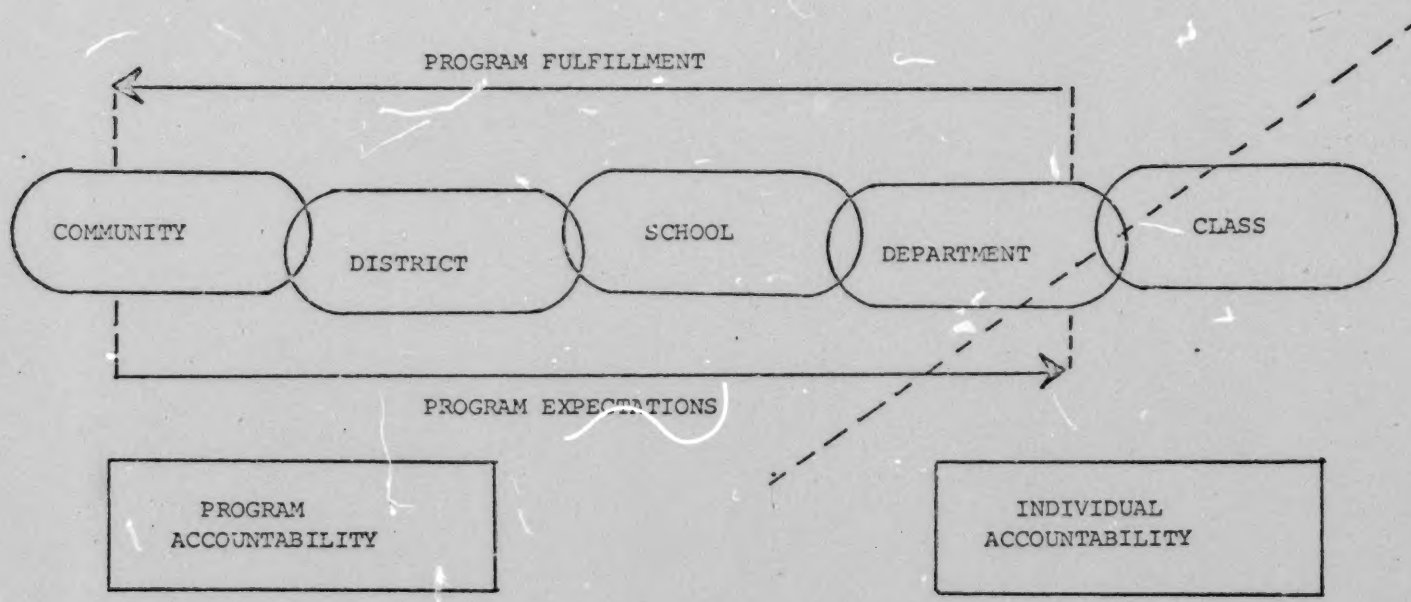
CHART E

DEVELOPMENT OF EDUCATIONAL PLANS



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COMMUNITY INSTRUCTIONAL GOALS

PHILOSOPHY

The West York Area (School District) believes that the schools and the community are partners in the education of youth, but that the primary responsibility rests with the schools. The West York Area School District believes that the schools and the community should provide an atmosphere where there is an active commitment to further each individual's natural desire to learn, realizing that the ultimate responsibility for the education of any individual rests with the individual himself.

The West York Area School District believes that each individual student, regardless of sex, race, color, religion, ability, wealth, or background, must be prepared for effective living as a contributing citizen in a rapidly-changing society where life-long learning must be viewed as a normal expectation.

The District believes that the educational program should promote excellence based upon the optimum fulfillment of each individual's capabilities as determined by his experiences, needs, and incentives. It accepts the responsibility to provide the maximum opportunity for its students to acquire the basic skills and knowledge to be intellectually curious and aesthetically aware, to think and work creatively, to live healthfully, to achieve self-discipline and economic efficiency, to understand the obligations of democratic living and learn to live in harmony with nature and with others.

In the accomplishment of its philosophy, the District shall strive for constant improvement of the educational program; help each student develop into a well-adjusted, useful, intelligent, contributing citizen; maintain constant involvement with all segments of the community; and provide an efficient and effective management and utilization of human and financial resources.

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COMMUNITY INSTRUCTIONAL GOALS (cont'd.)

The following goals were adopted in order to provide more specific direction in the implementation of District philosophy. They fall into four major categories: Self-realization, Human Relationships, Economic Efficiency, and Civic Responsibility.

In listing these goals, no priority order is intended.

1.0 SELF-REALIZATION

1.1 Adaptability - To provide an educational program which encourages each student to learn how to think and develop modes of inquiry in order to adapt to any of life's challenges with confidence and effective behavior.

1.2 Accumulation of Knowledge - To provide the opportunity for each student to acquire the basic skills, information, and concepts in order to be intellectually curious; to develop habits of listening, observing, and reasoning effectively; and to think and work creatively.

1.3 Communication and Transmission of Knowledge - To provide each student the opportunity to develop both verbal and non-verbal skill in communication.

1.4 Use and Evaluation of Knowledge - To provide each student the opportunity to develop skill in intelligent, constructive, critical, and creative thinking so that he may develop the ability to analyze situations, recognize resources, evaluate alternatives, make judgments, accept responsibility, and take intelligent action.

1.5 Desire for Knowledge and Continuing Education - To provide each student the opportunity to recognize the value of developing intellectual curiosity and of acquiring a positive attitude toward learning as a life-long process by engaging in educational experiences which are relevant to his present and future needs.

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COMMUNITY INSTRUCTIONAL GOALS (cont'd.)

1.0 SELF-REALIZATION

1.6 Aesthetics - To provide each student the opportunity to cultivate an appreciation for beauty in various forms and to encourage the development of individual creative self-expression and talent through various media.

1.7 Avocational and Leisure - To provide each student the opportunity to pursue and develop personal interests and to develop skills which will encourage a creative, projective, and enjoyable use of leisure time.

1.8 Physical Health and Safety - To provide each student with an awareness of the importance of physical fitness and sound personal habits of health and safety, and the opportunity to develop positive attitudes toward the conservation of human resources, both for the individual and for society.

1.9 Mental Health - To provide an atmosphere conducive to good mental health and to provide each student the opportunity to develop his individual feelings of self-worth, self-understanding, and self-confidence.

2.0 HUMAN RELATIONSHIPS

2.1 Character Development - To assist the home in providing for each student the opportunity to develop a sensitivity to moral standards which will provide firm support for ethical behavior.

2.2 Inter-relationships of Peoples - To provide each student the opportunity to develop an appreciation and respect for the cultural heritages of other peoples of the world, a respect for the worth and dignity of each person in a society, and an awareness of how each enriches the world.

2.3 Peer Relations - To provide each student the opportunity to increase his understanding and acceptance of himself so that he will learn to accept, understand, and appreciate others.

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COMMUNITY INSTRUCTIONAL GOALS (cont'd.)

2.0 HUMAN RELATIONSHIPS

2.4 Home Life - To provide each student the opportunity to appreciate the significance of a stable family unit to an enduring society so he can develop wholesome and responsible attitudes and skills necessary for functioning within the family structure.

3.0 ECONOMIC EFFICIENCY

3.1 Economic and Consumer Efficiency - To provide each student the opportunity to understand economic principles; to become a well-informed consumer; and to develop an understanding of the effective use of economic, human, and natural resources.

3.2 Career and Occupational Selection and Preparation - To provide each student the opportunity to make mature and appropriate educational and occupational choices and to develop the skills and flexibility necessary for economic competency in a rapidly-changing society.

4.0 CIVIC RESPONSIBILITY

4.1 Democratic Principles - To provide each student the opportunity to develop an understanding and appreciation of our American heritage and the corresponding civic obligations, responsibilities, and laws of our governing bodies.

4.2 Individual Relationships with Government - To provide each student the opportunity to develop an awareness and appreciation of an individual's rights and responsibilities toward all levels of his government and to encourage each student to exercise those rights through individual participation and involvement to the fullest extent.

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COMMUNITY MANAGERIAL GOALS

This list of goals includes the thrusts of the District in providing operational efficiency to better attain the educational goals of the District and to provide the mechanism whereby diverse talents can work as a team to reach common objectives:

1.0 ADMINISTRATIVE SUPPORT

1.1 Self-Directed Management (SDM) - To develop and consolidate a management system which will provide top-down direction while allowing bottom-up development.

1.2 Evaluation - To consolidate the personnel evaluation instruments which will measure effectiveness in reaching performance objectives.

1.3 Affirmative Action - To develop and implement a program of affirmative action which will ensure the fair and impartial selection and treatment of all employees.

1.4 Public Information - To expand the public information network of the District evolving in better staff and community communications within the schools, between the schools, and between the District Office and the schools.

1.5 Governmental Resources - To improve the cooperative relationships between the District and other governmental units leading to program sharing, operational efficiency, and instructional growth.

1.6 Board and Administrative Policies - To consolidate and revise the District's Board and administrative policies, thereby increasing managerial effectiveness.

1.7 District and School Procedures - To study and consolidate District and school procedures of various types to improve administrative efficiency.

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COMMUNITY MANAGERIAL GOALS (cont'd.)

2.0 INSTRUCTIONAL SUPPORT

2.1 In-service Education - To improve and consolidate the in-service education programs for all personnel of the District leading to more effective utilization of individual talents.

2.2 Counseling and Guidance - To develop a counseling and guidance operation in the District oriented to increased student service and support.

2.3 Educational Plan - To develop an articulated and comprehensive educational plan for the District.

2.4 Community Involvement - To utilize the talents of individuals and organizations within the community in the educational process of the District and the schools.

2.5 Educational Evaluation - To develop an educational evaluation system which identifies, analyzes, and reports data for educational planning.

2.6 Year-Round School - To study and implement possible designs for year-round school operation along with other alternatives providing instructional flexibility.

3.0 OPERATIONAL SUPPORT

3.1 Centralized Budget - To centralize the budget operation and to allow supervisors more voice in determining budget development and control as it affects their school operation.

3.2 Cost Effectiveness - To develop a cost accounting procedure for the District to further measure effectiveness of educational programs in relation to operational costs.

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COMMUNITY MANAGERIAL GOALS (cont'd.)

3.0 OPERATIONAL SUPPORT

3.3 Housing Needs - To provide adequate housing needs for the educational programs through internal development and utilization of community resources.

3.4 Transportation Network - To provide a cooperative and efficient transportation system for school educational programs through data information and sharing of transportation systems.

UNIT IMPLEMENTATION OF THE MODEL

For the purposes of the Educational Plans, each of the levels illustrated in CHART E are referred to as Units. Following this pattern, a Goal Matrix has been developed which will include the implementation of each unit's contribution to the community expectations. (See CHART F.)

Each unit studies its resources to deliver the community instructional and managerial goals: staff competencies, student population, operational resources, and existing programs and student evaluation information, including baseline data. Based on this needs assessment, the unit will select specific goals to which it can make a contribution and state that contribution on the Educational Plan Goal Matrix.

Upon completion of a unit plan, I will have shown my contribution to the community expectations; and the community will have a means of knowing what to expect in end results. These individual units are combined into a package (District Educational Plan and individual school Educational Plans) to show a total team effort.

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SAMPLE

GOAL MATRIX
(CHART F)

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GOAL: (modified from community statements to align with unit operation.)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: (1.0)

COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. (what is to be measured)
2. ____
3. ____

30 PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 (statement showing expected outcomes) (C.I.G. 1.2)	(TITLE OF PROGRAM) (Description of workplan and evaluation.)			X (date of implementation)	X	X							

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(CHART F)

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The units are further identified in this manner:

DISTRICT UNIT:

1. Business/Educational Services
2. Certificated Personnel
3. Educational Services & Research
4. Management and Operations
5. Pupil Personnel Services

SCHOOL UNIT(S):

1. Administrative Unit (management team)
2. Departmental Unit(s)

PERFORMANCE OBJECTIVE EMPHASIS

As a writer is preparing his Educational Plan unit, the role he plays in the implementation of the Plan will determine the emphasis upon which he writes his objectives. Roles are identified as:

1. Instructional
2. Managerial

All make contributions to the community instructional and managerial goals in reference to their assignments. An administrator (who provides a support service) might prepare an objective and work plan designed to interact on an instructional goal in managerial terms. Conversely, a teacher might express a managerial goal in terms of how it would affect instruction.

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CHART G is included to illustrate this emphasis and shows that it is difficult to have a pure managerial or instructional goal--each relates to the other. However, for clarification of plan writing and referencing of the activity, this separate identification system becomes necessary.

Because of the broader roles of units as they affect the management chain, it may appear some program features are omitted. Each unit has taken on full commitment to the total list of 17 instructional goals and 17 managerial goals via the needs assessment. The stated District "thrusts" emphasis in a given year will be oriented to the specific programs which are shown on the goal matrix.

EFFORTS TOWARD "CONSOLIDATION"

For the last few years, the District has been experiencing rapid change as well as growth. The development of an Educational Plan will give us a chance to consolidate efforts of each of the units interacting to provide a more efficient delivery system for students--a delivery system meeting community expectations. It will give us a chance to focus on programs and to provide district-wide unity of effort.

Future assessment of the Educational Plan will provide a base for cost effective operation as schools and departments share their methodology to meet community commitment.

A BEGINNING EFFORT

This Plan as presented is a beginning document in a rather rough and formative stage. The District and school plans will require review and input to polish these efforts. The press of time in getting the effort off the ground has restricted completion of many of the desired components in the development of a complete educational plan. It is intended, as we prepare for the 1974-75 Educational Plans, that the staff will be able to implement the following improvements:

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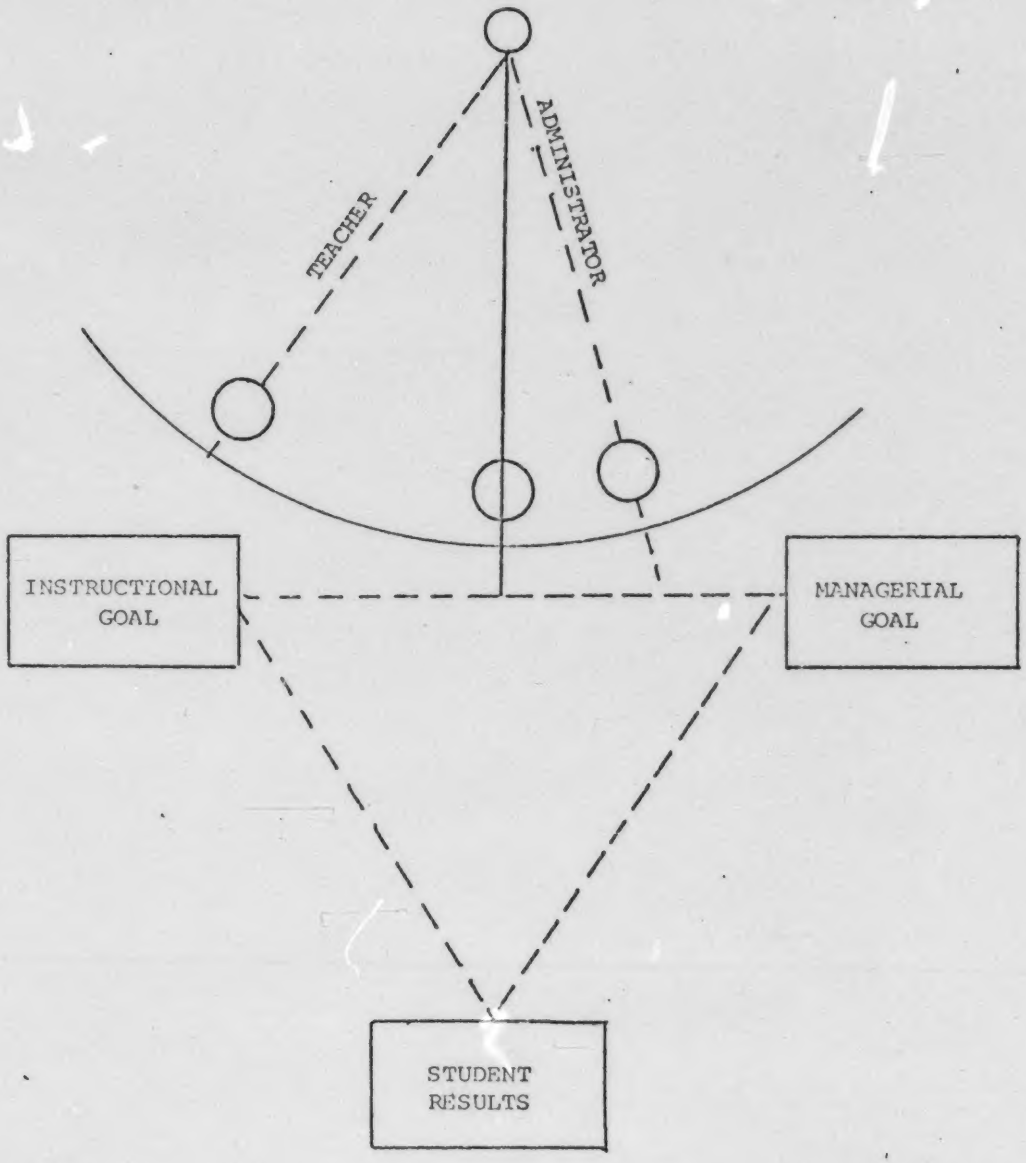
CHART G

PERFORMANCE OBJECTIVE EMPHASIS



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1. Increased Needs Assessment - Each of the schools should base its educational plan on the assessment of data which shows to what degree they are accomplishing community goals and thrusts. Since we are just developing evidence and baseline data during the first writing, new data should provide better input.

2. Total Staff Input - Beginning documents are difficult for a total staff to react to, since it is difficult to perceive the finished product. In the next year, the staff will have an opportunity to assess and revise their unit contributions.

3. Program Accountability - Until the first two steps are completed, it will be difficult to arrive at true accountability for the product. Further refinement will develop program levels for which the team can measure its program progress and report back to the community at a level where they can accept responsibility for the end result.

4. Community Identified Managerial Goals - By next year, we hope to have a committee on Goals input to verify or validate the community managerial goals which are to be used in the development of educational plans.

The timeline from this report is to start the interaction and planning to produce the 1974-75 Educational Plan in January. This will provide the staff with the capability of:

1. Knowing the community expectations upon which programs must be developed.

2. Having the program input developed and compared before individual self-directed management plans are completed upon which individual evaluation will be based.

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It is not the intent of the Educational Plan to become the instrument upon which individual accountability will be completed. The merit in having the Educational Plan is to provide focus and team work on the total educational program--an effort which is long overdue.

SUPERINTENDENT'S ROLE

The role of the Superintendent in the Educational plan has been to provide the leadership for its development by:

1. Bringing about the community elements which provide the input to the program.

2. Providing the resources through which the Plan can be developed and implemented.

3. Interpreting the Plan to the community and to the Board of Education.

4. Providing an administrative atmosphere conducive to the type of team effort which will make this Educational Plan effort effective in providing a delivery system attuned to community needs.

As the Superintendent is accountable directly to the Board of Education for the entire educational program of the District, the entire Plan represents the effort of the Superintendent and his team to implement the community expectations. The specific District Goals for the 1974-75 school year are:

DISTRICT GOALS

This series of goals represents the District's goal emphasis in meeting the community goals. As the District administration accepts the responsibility for all the goals established in the community instructional and managerial phases, these goals represent the direction and emphasis for the 1974-75 school year:

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DISTRICT INSTRUCTIONAL GOALS:

1. Self-Realization - The District will provide an educational atmosphere whereby students can accumulate knowledge, communicate effectively, develop mental and physical competency, and rationally determine their needs for leisure time activity and continuing education.

2. Human Relationships - The District will assist the home and the student in the development and understanding of cultural heritage, peer relationships, moral values, and individual contributions each student can make to the community.

3. Economic Efficiency - The District will provide each student with skills which will lead to economic efficiency, including saleable skills, consumer knowledge, and assistance in career selection.

4. Civic Responsibility - The District will provide an opportunity for students to become aware of the democratic process and their relationship to that process and government.

DISTRICT MANAGERIAL GOALS:

1. Administrative Support - The District will provide leadership whereby the diverse talents of its educational team will be able to participate in the decision-making process; whereby communications, equal opportunity, and governmental resources will contribute to the viable operation of the schools.

2. Instructional Support - The District will contribute to the school resources, assist in evaluation, provide in-service education, and develop means of support to achieve the educational plans.

3. Operational Support - The District will provide for the housing needs of the schools, transportation efficiency, and an effective fiscal operation to the end that the schools will have a voice in fiscal management as it relates to their contribution to the educational product.

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SUPERINTENDENT'S THRUSTS

This needs assessment takes into account the managerial roles which will emanate from the office of the Superintendent in fulfilling his contributions to the Educational Plan. No plan would be accurate in its structure if it did not take into account student results. Student results, on the other hand, are expressed in the quality of instructional program being offered. In this behalf, the thrusts being presented are oriented to improving the instruction provided in the West York Area School District:

1. Research and Development - The District has assumed leadership in providing funds and resources for a research and development program. School administrators and staff should develop systems that will carefully monitor and evaluate programs in this area. (C.I.G. 1.1 - 4.2)*

2. Learning Development Program - We must look carefully at the way we implement self-directed management, how we allocate and manage our resources, and how we find the balance between self-direction and management--or better, what is the role of participation in management. (C.M.G. 1.1)**

3. Staffing Units - District administrators have been working on a new staffing unit concept for the schools and the District. Plans called for the finalization of this task by the middle of the first semester. (C.M.G. 1.2)

*Community Instructional Goal #
**Community Managerial Goal #

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4. Affirmative Action Program - Tremendous progress has been made in the improvement of community relations. The District's Affirmative Action Program is noted as one of the finest in the state. It is being used as a model by not only other school districts, but by municipal governments as well. We must continue to maintain the quality of this program (C.M.G. 1.3)

5. Classification Study - The Classification Study for non-instructional personnel was negotiated in early December. It is hoped that this new pay plan can be kept up to date annually and that it will create higher morale among all employees. (C.M.G. 1.3)

6. School Community Relations - The areas of committee participation, governmental liaison, and public information all assist us in being able to improve the effectiveness of the instructional program at the local school. We will continue the effort in this direction. (C.M.G. 1.4, 1.5)

7. In-Service Education - The quality of a district's performance is measured by the quality of its staff. It is imperative that an effective in-service program be provided for the members of the team. Efforts to further develop this service will be a major staff concern. (C.M.G. 2.1)

8. Improvement of Guidance Services - Several new methods of providing guidance services are to be assessed by the schools this next year. We plan to concentrate time and resources in an effort to bring quality services to all students. (C.M.G. 2.2)

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9. Educational Plans - We have to analyze ways of accomplishing our general instructional goals. Included are how we develop and carry out educational plans, school and district goals, identification and communication of performance indicators, and how we coordinate the implementation of our plans efficiently and effectively. (C.M.G. 2.3; C.I.G. 1.1 - 4.2)

10. Evaluation Systems - Both programs and personnel, if they are to be effective, must have continuous evaluation. Through the expansion of the performance indicator base, new input into the baseline data bank, and the improvement of the educational processing system, we should be able to account for our efforts and place improved insights on future program growth. (C.M.G. 2.5)

11. Management Accounting Information - The District will be moving to project cost down to specific classes and, thus, provide more meaningful data upon which to base instructional program growth. (C.M.G. 3.1)

12. Building Program - We will continue the building programs which have been approved and which are within the resources of the District. (C.M.G. 3.3)

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This series of thrusts does not negate the responsibility of any member of the team to work toward full implementation of the community instructional and managerial goals which have been developed. It does provide a focus of emphasis upon which the local schools and their portion of the community can contribute for the 1974-75 school year.

The administration and staff is proud to present the West York Area School District's Educational Plan for the 1974-75 school year.

Raymond R. Troxell, Jr.
SUPERINTENDENT OF SCHOOLS

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CENTRAL ADMINISTRATIVE SERVICES

EDUCATIONAL PLAN FOR 1974-75

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1. UNIT PHILOSOPHY:

Members of the Central Administration Services carry as a prime thrust the ability to provide maximum support services to the local schools to increase their effectiveness in individually meeting community expectations and District thrusts, resulting in innovative approaches to education which will improve student results.

II. UNIT INSTRUCTIONAL GOALS: (List in priority)

1) The Central Administration Services will provide an educational atmosphere whereby students can become adaptable, accumulate knowledge, communicate effectively, develop mental and physical competency, and rationally determine their needs for leisure time activity and continuing education.

2) The Central Administration Services will provide the necessary support for the administration and teaching staff at each school in order that students will develop to their fullest capability an understanding of their cultural heritage, peer relationships, moral values, and community contributions.

3) The Central Administration Services will provide support to the schools in order to ensure the development of students' saleable skills, economic efficiency, consumer knowledge, and career selection.

4) The Central Administration Services will assist in providing an instructional program where students will gain a knowledge, understanding, and appreciation of their American heritage, their civic duties, and a sense of responsibility to their government.

III. UNIT MANAGERIAL GOALS: (List in priority)

1) The Central Administration Services Division will provide assistance to the schools in implementation of Self-Directed Management (SDM), the public information program, Board and administrative policy, and District and school procedures.

2) The Central Administration Services will increase support services to the schools to assist in evaluation of instruction, to provide and encourage in-service activities, and to develop other means of support which will assist the schools in achieving their educational plans.

3) The Central Administration Services will assist in determining and providing optimum educational facilities, services, and fiscal management information required to meet the instructional needs of our youth.

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GOAL: THE CENTRAL ADMINISTRATION SERVICES WILL PROVIDE AN EDUCATIONAL ATMOSPHERE WHEREBY STUDENTS CAN BECOME ADAPTABLE, ACCUMULATE KNOWLEDGE, COMMUNICATE EFFECTIVELY, DEVELOP MENTAL AND PHYSICAL COMPETENCY, AND RATIONALLY DETERMINE THEIR NEEDS FOR LEISURE TIME ACTIVITY AND CONTINUING EDUCATION. (SELF-REALIZATION)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 1.0 COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Number of community involvement programs.
2. Revised curriculum.
3. Assistance in educational evaluation.
4. Support of counseling and guidance methods of individualized instruction.

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Complete a master plan for Career Education which will include skills outside the traditional domain. (C.I.G. 1.1)	CAREER EDUCATION MASTER PLAN												
	a. Determine available courses now being offered.					X							
	b. Assess career education efforts of elementary schools.						X						
	c. Establish a review committee.						X						
	d. Develop components of the plan.							X					
	e. Establish writing teams for each component.							X					
	f. Provide time for writing and final draft.									X			
	g. Presentation of master plan to the Superintendent.											X	
2. The number of new courses or programs adopted or revised in 1974-75 will exceed 1973-74 by 15%. (C.I.G. 1.2)	NEW COURSES												
	a. Prepare proper forms and procedures that will facilitate adoption of new courses				X								
	b. Schedule "new courses" for consideration.				X	X	X	X	X	X	X	X	X
	c. Submit "new courses" that are approved by Superintendent to the Board of Education.				X	X	X	X	X	X	X	X	X
	d. Implement necessary follow-up procedures to activate the "new courses" into the curriculum.				X	X	X	X	X	X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3. Ensure the District electronic design and repair services to the schools are of acceptable quality, which will be effective in decreasing classroom downtime by 25%. (C.I.G. 1.3)	AV REPAIR SERVICE												
	a. Develop preventive maintenance program for audio-visual equipment.				X	X	X	X	X	X	X	X	X
	b. Collect and evaluate data of call-back of service rendered.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Develop procedure with staff to decrease turn-around time.		X	X	X								
	d. Inform District staff of advisory service			X	X	X	X	X	X	X	X	X	X
	e. In-service training to District staff on audio-visual equipment operation.	X	X	X	X	X	X	X	X	X	X	X	X
4. Improve occupational instruction through task analysis and concurrent implementation in the instructional program by 30% of the classes. (C.I.G. 1.4)	TASK ANALYSIS												
	a. Identify programs which have completed a task analysis.				X								
	b. Build preliminary task analysis for other vocational programs.				X								
	c. Review task analysis information.					X							
	d. Disseminate the information to the school staff and encourage change.							X					

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Review progress with the committees										X		
	f. Evaluate growth of program through teacher survey											X	
5. Instructional and community resources will be made available to the staff resulting in instructional change as measured by a staff survey. (C.I.G. 1.5)	RESOURCE SERVICES												
	a. Catalog the existing instructional resources available in Career Education and distribute catalog list.			X									
	b. Obtain data on program needs which includes: manpower, available training, instructional resources.			X	X	X	X	X	X	X	X	X	
	c. Assist staff in program development through this service.			X	X	X	X	X	X	X	X	X	
	d. Collect course outlines which have been updated.							X			X		
	e. Survey staff regarding resource services.										X		

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3.1 As measured by judgment the District's Course of Study will be improved in quantity and quality over 1973-74. (C.I.G. 1.1)	COURSE OF STUDY												
	a. Early revision and updating of the Course of Study will be completed during the summer of 1974 & 1975.		X										
	b. Draft of the update will be furnished to the schools in early fall of 1975.				X								
	c. Leadership to Department Chairmen in updating Course Descriptions will be provided.				X	X	X	X					
	d. Completed Course Descriptions will be furnished to the schools in early spring (1976) to ensure maximum use of the descriptions.											X	
	e. The Course of Study will be presented to the Board of Education in late spring.											X	
3.2 The results of programs will be evaluated by individual random follow-up and survey methods resulting in a district-wide data report on status. (C.I.G. 1.4)	PROGRAM EVALUATION												
	a. Review with Director, Special Services what data needs to be collected.			X									
	b. Assist in the collection of data.					X	X	X	X	X	X	X	
	c. Assist in interpretation of data.							X			X		

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Start random occupational follow-up.			X	X	X	X	X	X	X	X	X	X
	e. Analyze all data collected											X	X
3.3 Members of Curriculum Committee will indicate (by a survey) satisfaction with the Committee's role in the development of the District's	CURRICULUM COUNCIL												
	a. Chair meetings of Curriculum Committee				X	X		X	X	X	X	X	
	b. Conduct meetings in such a fashion that members will react to, discuss, and suggest new courses, programs, teaching methods, and learning strategies.				X	X		X	X	X	X	X	
	c. Implement necessary procedures to activate ideas and suggestions of committee members into the curriculum.				X	X		X	X	X	X	X	
3.4 Advisory committees will be maintained to advise the District regarding the improvement of instruction as measured by student follow-up surveys. (C.I.G. 1.2 - 1.5)	ADVISORY COMMITTEES												
	a. Establish guidelines for the functions of the advisory committees.		X										
	b. Determine a program of work and communicate with committee chairman.			X									
	c. Hold advisory committee meetings.					X							

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Assist members in committee tasks.							X	X	X	X		
	e. Survey committees on progress of the program.												X
3.5 As measured by judgment, the District's instructional program will be maintained and improved over the 1973-74 school year. (C.I.G. 1.1 - 1.9)	CURRICULUM COMMITTEE												
	a. Maintain general monthly agenda.			X	X	X	X	X	X	X	X	X	
	b. Chair meetings.			X	X	X	X	X	X	X	X	X	
	c. Keep Committee members informed of District Curriculum Direction and priorities.			X	X	X	X	X	X	X	X	X	
	d. Keep Administration members informed of current research and up-to-date curriculum information.			X	X	X	X	X	X	X	X	X	
	e. Ensure that required reports from the Board of Education, Lincoln Intermediate Unit, and State Department of Education are completed.			X	X	X	X	X	X	X	X	X	
	f. Maintain and widely distribute information from Committee Meetings.			X	X	X	X	X	X	X	X	X	

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PERFORMANCE OBJECTIVE	WORK PLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4.1 Increase the amount of data available to counselors for career guidance resulting in a 10% growth of career decisions prior to graduation. (C.I.G. 1.4)	GUIDANCE SERVICE PACKAGE												
	a. Arrange for Educational And Career Planning Survey for each school.				X								
	b. Assist schools in communications			X	X	X	X	X	X	X	X	X	
	c. Survey students on career decisions and report results.										X		
4.2. Total number of client contracts shall increase by 10% on an annual basis for 1974-75 school year using 1973-74 base data. (C.I.G. 1.9)	MENTAL HEALTH												
	a. Publicize services offered at all schools						X						
	b. Personal contacts with school guidance staffs.						X						
	c. Personal contacts with community agencies.			X	X	X	X						
	d. Improve social atmosphere at the schools.				X	X	X						

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4.3 Contacts with school counseling staffs will increase 20% during 1974-75 school year over contacts made in the previous years. (C.I.G. 1.9)	STAFF CONTACTS												
	a. Establish regular informative meetings with guidance staffs on problems.					X	X						
	b. Establish regular guidance staff meetings.				X	X	X						
4.4 District, school, and community agency referrals will increase 75% during the 1974-75 school year with no previous data. (C.I.G. 1.9)	JOINT AGENCY PARTICIPATION												
	a. Contact community agencies about services.					X							
	b. Personal contacts with school guidance staff.						X						
	c. Publicize services through school papers						X						
	d. Improve monitoring system of client referral information.					X	X						
	e. Establish weekly briefings on youth problems with police arrests.						X						

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GOAL: THE CENTRAL ADMINISTRATIVE SERVICES WILL PROVIDE THE NECESSARY SUPPORT FOR THE ADMINISTRATIVE AND TEACHING STAFF AT EACH SCHOOL IN ORDER THAT STUDENTS WILL DEVELOP TO THEIR FULLEST CAPABILITY AN UNDERSTANDING OF THEIR CULTURAL HERITAGE, PEER RELATIONSHIPS, MORAL VALUES, AND COMMUNITY CONTRIBUTIONS. (HUMAN RELATIONSHIPS)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 2.0 COMMUNITY MANAGERIAL GOAL REF NOS: ___

PERFORMANCE INDICATORS:

1. Humanization of instruction.
2. Cultural heritage instruction expansion.
3. Improve student-peer relationships.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Members of the certificated staff will participate in an Interpersonal Communications Seminar (IPC). (C.I.G. 2.2)*	INTERPERSONAL COMMUNICATIONS												
	a. Long-range and short-range plans for incorporation of IPC will be discussed with administrative staffs at all schools.					X							
	b. Survey will be designed and disseminated to participants 6 months after completion of project.										X		
	c. Student questionnaire and procedures for operation will be completed with all school input.											X	

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Program results will be published and disseminated.											X	
1.2 Improve the communication between school staff and District personnel so that better understanding exists of individual responsibilities. (C.I.G. 2.1)	STAFF LIAISON PROGRAM												
	a. Build schedule of responsibilities for meeting with staff groups.	X											
	b. Act as liaison at assigned school meetings as arranged.		X	X	X	X	X	X	X	X	X	X	
	c. Evaluate effectiveness through a staff survey instrument.										X		
1.3. As measured by survey of Seminars in Education Training Session (SETS) participants, instructors, and administrators, the SETS Program will satisfactorily contribute to professional development of staff. (C.I.G. 2.1)	SETS												
	a. Take steps necessary to establish procedures to offer several SETS in October of 1974.				X								
	1) Employ instructors												
	2) Publish catalog												
	b. Monitor program by visiting classes.				X	X	X	X	X	X	X	X	X
	c. Evaluate program.							X					X
	d. Continue to offer program as evaluation dictates.												X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.1 Student participation in clubs will increase 15% over 1973-74. (C.I.G. 2.5)	STUDENT ORGANIZATIONS												
	a. Analysis of information will take place from previous year's data		X										
	b. Schools will be encouraged to build club participation.			X									
	c. District assistance will be given to vocational clubs.			X	X	X	X	X	X	X	X	X	X
	d. Guidelines will be established for school use of funds.			X									
	e. Program evaluation will take place.										X		
2.2 Student participation in a year-round school program will increase 25%.	a. Develop a flexible year-round school program that will offer humanistic alternative education to the students.	X	X	X	X	X	X	X	X	X	X	X	X
3.1 Student participation in a law related curriculum will increase 50%.	a. Develop a K-12 law-related curriculum for our students that must be distinguished from the traditional civics courses! 1. Analyze issues. 2. Develop understanding of responsibilities. obligations and justice. 3. Appreciate how the legal system works. 4. Find relevance in the crucial issues of our time so school can become relevant. 5. Participate responsibility in the political process.	X	X	X	X	X	X	X	X	X	X	X	X

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GOAL MATRIX

GOAL: THE CENTRAL ADMINISTRATIVE SERVICES WILL PROVIDE SUPPORT TO THE SCHOOLS IN ORDER TO ENSURE THE DEVELOPMENT OF STUDENTS' SALEABLE SKILLS, ECONOMIC EFFICIENCY, CONSUMER KNOWLEDGE, AND CAREER SELECTION. (ECONOMIC EFFICIENCY)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 3.0

COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Students in saleable skill courses.
2. Students in consumer-oriented classes.
3. Support of career guidance services.
4. Students in advanced training related to career goals.
5. Classes taught in the community.
6. Job placement of students and graduates.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. The number of classes issuing certificates for skill accomplishment will increase by 60% over 1973-74. (C.I.G. 3.1)*	CERTIFICATION PROGRAM												
	a. Establish guidelines for certification of skills.		X										
	b. Provide materials to the teachers.			X									
	c. Assist in development of certification standards.			X	X	X	X	X	X	X	X	X	X

*Community Instructional Goal#

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2. The number of students involved in consumer education will increase by 10% over 1973-74 enrollments. (C.I.G. 3.1)	COMSUMER EDUCATION												
	a. Assess the current enrollment.		X										
	b. Assist in curriculum development of areas having to do with human relationships.					X	X	X	X	X	X	X	X
	c. Encourage counseling staff to build enrollments.					X							
	d. Program evaluation will take place.										X		
3. Student enrollments in advanced placement through adult school for career-oriented courses will be increased by 10% over 1973-74. (C.I.G. 3.1)	ADVANCED PLACEMENT												
	a. Counseling staff will be made aware of previous year's enrollments.		X										
	b. Procedures for enrollment will be reviewed and communicated along with promotion of students.			X									
	c. Continuing enrollment will take place.		X	X	X	X	X	X	X	X			
	d. Assistance will be given to the program in monitoring student progress.			X	X	X	X	X	X	X	X	X	X
	e. Evaluation of the program will take place through counselor and student random surveys.								X			X	

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4. The number of community participants in the instructional and guidance program will be increased by 20% over 1973-74. (C.I.G. 3.2)	COMMUNITY RESOURCE PEOPLE												
	a. Analyze the data from previous year.		X										
	b. Prepare a resource guide of all available people by field.			X									
	c. Assist schools in obtaining additional resources.		X	X	X	X	X	X	X	X	X	X	X
	d. In-service staff on use of such resource persons.				X								
	e. Evaluate the progress of this program										X		
4.1 The number of students enrolled in Work Experience Education will increase by 50% over the 1973-74 school year. (C.I.G. 3.1)	VOCATIONAL WORK EXPERIENCE EDUCATION												
	a. Review the 1973-74 program evaluation.			X									
	b. Plan strategies for improving enrollments.			X									
	c. Evaluate effectiveness of program changes.							X			X		
5. Exploratory Work Experience Education will be expanded. (C.I.G. 3.1)	WORK EXPERIENCE EDUCATION												
	a. Report to the supervisors on areas of program weakness revealed in the year-end report.			X									
	b. Assist staff members in the expansion.					X							
	c. Check Work Experience enrollments.							X					
	d. Encourage new enrollments.						X						
	e. Evaluate expansion										X		

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GOAL: THE CENTRAL ADMINISTRATIVE SERVICES WILL ASSIST IN PROVIDING AN INSTRUCTIONAL PROGRAM WHERE STUDENTS WILL GAIN A KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF THEIR AMERICAN HERITAGE, THEIR CIVIC DUTIES AND A SENSE OF RESPONSIBILITY TO THEIR GOVERNMENT. (CIVIC RESPONSIBILITY)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 4.0 COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Number of courses with similar goals.
2. Number of district encouraged events in this goal area.
3. Encourage school-civic cooperative activities.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. The number of students involved in municipal city-school cooperative events will increase by 20%. (C.I.G. 4.2)*	CITY INTERN PROGRAM												
	a. Meet with the municipality serving the District to encourage participation.	X				X							
	b. Develop programs.			X				X					
	c. Assist schools in getting programs under way.			X				X					
	d. Assist in promotion of the project.				X	X	X	X	X	X	X	X	
	e. Evaluate the progress of the project.											X	

*Community Instructional Goal#

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Related instruction units will be developed which will emphasize civic responsibility. (C.I.G. 4.1)	RELATED INSTRUCTION												
	a. Research for existing units which emphasize civic responsibility.					X							
	b. Assist in the development of instruction in this area.						X						
	c. Implement these units in the program of related instruction.						X	X	X	X	X	X	X
	d. Complete student evaluation of the units.											X	
1.2. The number of courses that place emphasis on the American Heritage and civic responsibility will be increased by 5% in 1974-75 over 1973-74. (C.I.G. 4.1)	AMERICAN HERITAGE COURSES												
	a. Information will be forwarded to teachers regarding this subject.			X	X	X	X	X	X	X	X	X	X
	b. A careful analysis will be made of NEW course proposals for the inclusion of this unit.			X	X	X	X	X	X	X	X	X	X
2. The number of individual and/or group activities that promote civic responsibility will increase by 10%. (C.I.G. 4.2)	ENVIRONMENTAL PROGRAMS												
	a. Identify and involve pupils in community projects on an individual an/or group basis (i.e., preparation of environmental impact statements, design and maintenance of community parks).							X					
	b. Encourage the continued maintenance of existing ecological recycling programs at the school levels.								X	X	X	X	X
	c. Encourage participation by school staff and students in Environmental Education.	X	X	X	X	X	X	X	X	X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.1 Student participation in civic activities will continue to increase over 1973-74 as indicated by existing baseline data. (C.I.G. 4.1)	PATRIOTIC EVENTS												
	a. Teachers will be notified of speech contests and other events of this nature.			X	X	X	X	X	X	X	X	X	X
	b. Strong encouragement will be given to teachers and students to sponsor and participate in appropriate celebrations of national holidays.			X	X	X	X	X	X	X	X	X	X
3. Students will demonstrate via traffic and safety education an improvement in understanding and commitment to civic responsibility. (C.I.G. 4.2)	STUDENT SAFE DRIVING												
	a. Review the potential of adding mini-courses in Traffic and Safety for 11th and 12th graders for Emergency Driving Techniques included as an elective course for all students, and particularly for career educated students.												X
	b. Review the potential of adding a more comprehensive two-wheeled driver training course, including a driving range.												X
	c. Cooperative agreement with local police departments to compile accurate statistical data.					X							

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GOAL MATRIX

GOAL: THE CENTRAL ADMINISTRATIVE SERVICES WILL PROVIDE ASSISTANCE TO SCHOOLS IN IMPLEMENTATION OF SDM, THE PUBLIC INFORMATION PROGRAM, BOARD AND ADMINISTRATIVE POLICY AND DISTRICT AND SCHOOL PROCEDURES. (ADMINISTRATIVE SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____

COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. Full implementation of SDM Model in schools.
2. Effective Public Information Program.
3. Completion of Lincoln Intermediate Unit and State required reports.
4. Refinement of District and School Procedures.
5. Refinement of Board and administrative policies.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 There will be a minimum general increase of 10% in a positive direction and no single division or school will have a decrease. (C.M.G. 1.1)*	STAFF LIAISON a. Have Central Administrative Service members specify specific areas in which to improve facilitation.				X								
	b. Have schools and divisions specify areas to improve facilitation.					X							
	c. Have Central Administrative Service members analyze procedures between schools and District and identify unnecessary roadblocks or poor procedures and then review and change them.						X	X	X				

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Meet with school department chairmen, faculties, and administration to identify problem areas.			X	X	X	X	X	X	X	X	X	
	e. Clarify for schools where roadblocks occur when misinterpretation of level of roadblocks or requirements specification exists.				X	X	X	X	X	X	X	X	
	f. Submit report to schools on facilitation progress and problems.											X	
	g. Identify items from Central Administrative Service activities of importance or interest to schools and other divisions and take to Superintendent.				X	X	X	X	X	X	X	X	X
	h. Conduct Survey and analyze results.												X
1.2 At least 70% of the managerial performance objectives of Central Administrative Service members will have been met or exceeded by June, 1975. (C.M.G. 1.1)	SELF DIRECTED MANAGEMENT IMPLEMENTATION												
	a. Identify managerial objectives of Central Administrative Service members.				X								
	b. Review progress on objectives quarterly.				X			X			X		
	c. Identify problems and areas of solution related to top management team.				X		X		X		X		
	d. Identify problems and areas of solution perceived at school level.				X			X			X		

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Use SAS "group think" and individual conferences to identify and solve managerial problem areas.												
	f. Evaluate managerial successes for objectives and determine percentage.												X
1.3. The Learning Development Program will be implemented in the secondary schools during the 1974-75 school year. (C.M.G. 1.1)	LEARNING DEVELOPMENT PROGRAM												
	a. Coordinate the work of the Middle Management Task Force.	X	X	X	X	X	X	X					
	b. Develop guidelines for the schools to implement the Learning Development Program.	X											
	c. Monitor the initial development of the program.			X		X							
	d. Assist in the evaluation of the program.			X	X	X	X	X	X	X	X	X	X
2.1 The Board, schools, and community will receive periodic reports on the progress of the Education Program. (C.M.G. 1.4)	BOARD REPORTS												
	a. A program for reporting on the progress of the Education Program will be developed.			X									
	b. The program will be implemented on a monthly basis.			X	X	X	X	X	X	X	X	X	X
	c. A major Board report will be presented.						X						
	d. The effects of the program will be evaluated.												X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.2 To increase the number of outside agencies receiving information and/or involvement in District project development. (C.M.G. 1.4)	COMMUNITY INVOLVEMENT												
	a. Maintain liaison with elementary schools related to special project development.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Maintain continuous liaison with Lincoln Intermediate Unit, state, and federal agencies.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Disseminate information to news media relative to existing and/or potential projects.	X	X	X	X	X	X	X	X	X	X	X	X
	d. Schedule presentations relative to on-going or proposed projects with various organizations (e.g., Kiwanis, Rotary, Exchange).	X	X	X	X	X	X	X	X	X	X	X	X
2.3 Increase the number of positive press release articles and letters from community and agencies related to the District by 50% during fiscal year 1974 vs. fiscal year 1973. (C.M.G. 1.4)	PUBLIC INFORMATION												
	a. Schedule presentations related to on-going or proposed programs with local, civic and community service-oriented agencies.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Maintain continuous liaison with local, Lincoln Intermediate Unit, state and federal agencies.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Generate minimum of two press releases per year per specially funded projects.						X		X		X		X
	d. Submit all specially funded project applications and evaluation summaries of District Office to Public Information for press release consideration.											X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3.1 Complete all project reports (fiscal and progress) from the District on Schedule. (C.M.G. 1.5 & 1.6)	FISCAL PROGRESS REPORTS												
	a. Identify responsible individuals for project reports and monitor due dates of same.		X										
	b. Establish fiscal and program report deadline schedule for all current projects.				X								
	c. Provide for each project relevant in-service meetings with individuals responsible for management of such project in order to assure proper completion and follow-through of all reports.				X			X		X		X	
	d. Submit all completed project evaluations to Superintendent for consideration for Board agenda.	X	X										
	e. Develop on-going relations with Director of Special Services regarding evaluation framework of all projects.						X					X	
4. Ensure the systematic implementation of a totally centralized summer session/extended year program. (C.M.G. 1.7)	CENTRALIZED SUMMER SCHOOL												
	a. Develop a comprehensive summer session/ extended year policy which will delineate administrative responsibilities and tasks of the various departments.				X								
	b. Submit policy for approval of Superintendent.					X							
	c. Inform appropriate department heads of administrative responsibilities and tasks assigned with the operation of a centralized summer session/extended year program.							X					

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Submit 1975 Summer Session Procedure Handbook to District department heads, Principals for recommended changes, deletions and/or additions so as to be consistent with on-going policies and procedures.						X						
	e. Collect and collate revised sections of handbook.							X					
	f. Submit Summer Sessions Administrative Handbook.							X					
	g. Schedule date for printing of 1975 Summer Session.									X			
	h. Deliver manuals to 1975 Summer Session Principals									X			
	i. Submit application to State Department requiring approval for implementation of 1975 summer programs.									X			
	j. Prepare and submit final enrollment report to State Department following completion of the total 1974 Summer Session program.		X										
5.1 The Central Administrative Service will assist in the revision of District policies resulting in updated procedures and improved operation (C.M.G. 1.7)	POLICY REVISION												
	a. Identify the policies to be revised.				X								
	b. Assign responsibility for rewriting of the policies and procedures.						X						
	c. Review the policies and procedures with Administration.								X				

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Submit the policies and procedures for final approval.									X			
	e. Place the policies and procedures into active status.											X	

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GOAL: THE CENTRAL ADMINISTRATIVE SERVICES WILL INCREASE SUPPORT SERVICES TO SCHOOLS TO ASSIST IN EVALUATION OF INSTRUCTION TO PROVIDE AND ENCOURAGE IN SERVICE ACTIVITIES AND TO DEVELOP OTHER MEANS OF SUPPORT WHICH WILL ASSIST THE SCHOOLS IN ACHIEVING THEIR EDUCATIONAL PLANS. (INSTRUCTIONAL SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 2.0

PERFORMANCE INDICATORS:

1. The number of in-service education offerings.
2. The number of cooperative school & community programs and activities.
3. Establishment of a meaningful liaison between high schools, feeder schools, and local colleges in regard to education.
4. Materials and recommendations made for use in evaluation of instruction.
5. Supportive services required to aid the individual school in achieving their educational plans.

83 PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 The number of District in-service training programs will increase by 15% over the 1973-74 school year. (C.M.G. 2.1)*	IN-SERVICE EDUCATION PROGRAM												
	a. Write and publish an evaluation of the District 1974-75 Program.			X									
	b. Make recommendations for Professional Day - 1974-75, to include programs related to the techniques of individualized instruction and student motivation.			X									
	c. Set up procedures to activate requests for Professional Days.				X								
	d. Prepare and distribute information on in-service meetings monthly.			X	X	X	X	X	X	X	X	X	X

*Community Managerial Goal #

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Develop an industry visitation schedule.			X	X	X	X	X	X	X	X	X	X
	f. Investigate the possibility of a teacher exchange program and implement program.					30							
	g. Complete evaluation of in-service programs.												X
2.1 As measured by survey of a sample of teachers and administrators, the schools' instructional programs will be improved by students and teachers having access to films that are in harmony with their instructional programs. (C.M.G. 2.4)	NETWORK												
	a. Establish procedures and monitor the selection of films to meet curriculum needs.		X	X	X	X	X	X	X	X	X	X	X
	b. Establish procedures and monitor the logistics of selecting, processing, and delivery of films.		X	X	X	X	X	X	X	X	X	X	X
	c. Prepare yearly Board of Education report on the work of the films.											X	
2.2 Student awareness and community awareness of Child Labor Laws will be improved over 1974-75 by 60%. (C.M.G. 2.4)	WORK PERMIT PROJECT												
	a. Review problems			18									
	b. Promotion of new permit will take place.			30									
	c. Issuance of project permit will continue.	X	X	X	X	X	X	X	X	X	X	X	X
	d. Review of the project and permit modification will occur.					X							
	e. Project will be evaluated.											X	

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3.1 As measured by judgment of Media Specialist and principals, curriculum, the services provided by the Media Center will be improved over the 1973-74 school year. (C.M.G. 2.3)	MEDIA SERVICES												
	a. Assist the Media Center Coordinator in the overall supervision of the Media Center.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Assist the Media Center Coordinator with the solving of problems (Personnel and Production).	X	X	X	X	X	X	X	X	X	X	X	X
	c. Quarterly monitor the production schedule and cost analysis of the Media Center.					X			X			X	
	d. Assist the Coordinator in the continuous evaluation of the services of the Media Center and help activate procedures that will improve efficiency.	X		X	X	X	X	X	X	X	X	X	X
	e. Chair meetings with Media Specialist.			X		X		X		X		X	
	f. Share information and discuss problems and programs in the Media area.	X		X	X	X	X	X	X	X	X	X	X
	g. Take necessary action to implement suggestions for improvement of Media materials and Media procedures.	X		X	X	X	X	X	X	X	X	X	X
4.1 Prepare an Educational Plan for the District which will reflect community thrusts. (C.M.G. 2.3)	EDUCATIONAL PLANS												
	a. Prepare forms and format.	1											
	b. Write plans.		27										

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	c. Review by committee		28										
	d. Review by units.			20									
	e. Presentation to Board.					27							
	f. Revision of plans for 1974-75.					X	X	X	X	X	X	X	
	g. Review of plans by task force.												X
5.1 To increase the supportive services by increasing the role of ESEA Title III 50%.	a. To increase the role of the school district in ESEA Title III in order to effect change in the educational system by responsibility for all federal money and design, develop, and prepare all federal projects that will have the following characteristics:	X	X	X	X	X	X	X	X	X	X	X	X
	1. An awareness of many approaches;												
	2. New and innovative techniques;												
	3. Show proposals of accomplishing the objectives of the school district;												
	4. Competent staffing;												
	5. Focus upon our definite needs.												

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GOAL: THE CENTRAL ADMINISTRATIVE SERVICE WILL ASSIST IN DETERMINING AND PROVIDING OPTIMUM EDUCATIONAL FACILITIES, SERVICES AND FISCAL MANAGEMENT INFORMATION REQUIRED TO MEET THE INSTRUCTIONAL NEEDS OF OUR YOUTH.

(OPERATIONAL SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 3.0

PERFORMANCE INDICATORS:

1. Analysis of course enrollments.
2. Development and analysis of a course needs survey.
3. Development and analysis of transportation services to meet proposed educational needs.
4. Establishment of unit costs for each instructional program.
5. Number of federal, state, municipal projects funded and/or involvement in cost-saving programs which support District priorities.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 By June, 1975, the Central Administrative Service will determine and analyze the number of students enrolled in various courses by school. (C.M.G. 3.3)*	EDUCATIONAL DATA PROCESSING												
	a. Develop program for analyzing class enrollment data in concert with each department.							X					
	b. Request each individual school to submit course enrollment data.								X				
	c. Analyze class enrollment data from schools by courses and departments.								X	X	X	X	X
2.1 By June, 1975, the Central Administrative Service will assist in determining the numbers and types of courses and related instructional support services and	SUPPORT SERVICES												
	a. Develop appropriate teacher, student and/or administrator survey (s).							X	X				

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.1 (cont'd) resources desired by the students, teaching staff and administrators of each school on a random sampling basis. (C.M.G. 3.2)	b. Disseminate survey(s).								X	X			
	c. Analyze results of survey(s).										X	X	
3.1 By June, 1975, analyze and recommend alternative modes of transportation services required to meet proposed educational needs. (C.M.G. 3.4)	TRANSPORTATION ANALYSIS												
	a. Analyze availability of bus services to meet current educational program needs, i.e., number of requests for field trip transportation: requests approved vs. refused.							X					
	b. Determine reasons for inability of transportation services department to meet transportation requests (e.g., lack of funds, personnel, adequate gas).							X					
	c. Explore availability and feasibility of alternate modes (uses) of transportation services provided by the District in support of educational programs, if any.								X	X	X	X	X
	d. Examine feasibility of the use of alternate modes of transportation for the delivery of transportation for the delivery of individuals/small gorups to educational program sites in lieu of District provided bus services.								X	X	X	X	X
	e. Prepare inventory of available local field trip/community classroom sites.					X							
	f. Disseminate local field trip/community classroom site information and encourage use of same in lieu of extended field trips.						X	X	X	X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4.1 By June, 1975, the Central Administrative Service division will assist in the development of unit costs for each instructional program as a basis for the allocation of funds according to the numbers and types of courses offered at each school. (C.M.G. 3.2)	COST EFFECTIVENESS												
	a. Ascertain capabilities to develop unit costs down to course level.						X						
	b. Develop complete unit cost schedule for each school according to instructional program (math vs. metal shop), department and individual course.							X	X	X	X	X	X
	c. Analyze data-relate to 1.1 above, various other parameters appropriate to study under 4.1.							X	X	X	X	X	X
4.2 A minimum of two Teacher Incentive Projects (TIP) will be approved for funding during the 1974-75 school year. (C.M.G. 3.2)	TEACHER INCENTIVE PROGRAM												
	a. Distribute the guidelines for TIP to the schools and staff.			X									
	b. Meet with schools to provide any assistance.				X	X	X	X	X	X	X	X	
	c. Follow and guide projects through administrative process.				X	X	X	X	X	X	X	X	
	d. Evaluate the progress of the TIP system through teacher survey and financial review.											X	

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4.3. By April, 1975, a pilot system for identifying cost benefit ratios to be included in the 1975-76 educational plans will have been determined. (C.M.G. 3.2)	EDUCATIONAL PLANS												
	a. Obtain materials on cost benefit systems and review.			X									
	b. Participate in developing a system tailored to our management system.					X							
	c. Develop system for data collection.						X						
	d. Pilot system on selected school and district program objectives as identified in educational plans.								X				
	e. Revise system and include with instructions for educational plans development for 1975-76.										X		
5.1 The Central Administrative Service division will strive to increase the number of cooperative and/or non-District funded projects designed to improve existing educational services and facilities during FY 1975 by 20% vs. FY 1974. (C.M.G. 3.2)	FEDERAL PROJECTS												
	a. Plan and budget for District/school fiscal support for new projects requiring matching monies prior to project development and submission.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Determine availability of public and private grant monies for projects under consideration.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Submit project applications.	X	X	X	X	X	X	X	X	X	X	X	X
	d. Complete and submit all fiscal and evaluation reports required by local, L.I.U., state and/or federal agencies to assure receipt of available entitlement monies (e.g., Vocational Education Act).	X	X	X	X	X	X	X	X	X	X	X	X

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Conduct follow-through (via letter, telephone and/or meetings with sponsoring agencies) to assure that no project applications are rejected due to technical errors, omissions, and/or misinterpretations.	X	X	X	X	X	X	X	X	X	X	X	X
	f. Monitor and maintain continuously close liaison with project sponsoring agencies by letter, telephone and/or visitations so as to enhance each project's viability.	X	X	X	X	X	X	X	X	X	X	X	X
	g. Establish schedule for total encumbering of all project monies (schedule all final requisition dates a minimum of 120 days prior to termination of all projects).			X									
	h. Prepare and distribute guidelines for obtaining surplus property.			X									
	i. Obtain updated lists of needed equipment from schools.	X	X	X	X	X	X	X	X	X	X	X	X

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SPECIAL SERVICES

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EDUCATIONAL PLAN FOR 1974-75

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I. UNIT PHILOSOPHY:

The Special Services of the West York Area School District are oriented to assisting students to become self-actualized. Toward that effort the resources and staff of this Division are dedicated to assisting schools in helping students reach their goals.

II. UNIT INSTRUCTIONAL GOALS:

1) To provide a program design through Pupil Personnel Services whereby students can become adapted to life's challenges, acquire attitudes appropriate to life-long learning, develop personal interests to enjoy leisure time, and develop effective mental health concepts.

2) To provide program support to the schools whereby students can develop sound character traits, awareness of the worth and dignity of others, effective peer relationships, and an understanding of the wholesome roles of the family unit.

3) To provide program support whereby each student will gain the opportunities to make mature and appropriate educational and occupational choices and to develop skills and flexibility necessary for economic competence in a rapidly changing society.

III. UNIT MANAGERIAL GOALS:

1) To provide the administrative support to the Pupil Personnel Services Program which will enable the counseling staff to function efficiently, effectively, and cooperatively as a member of the Pupil Personnel Services team.

2) To assist the counseling staff in personal development, program development, community liaison, and program evaluation oriented toward the established educational plan.

3) To participate with all members of the educational team in providing the highest quality Pupil Personnel Services Program at the lowest possible cost.

NOTE: COMPLETE A MATRIX ON EACH GOAL

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GOAL: TO PROVIDE A PROGRAM DESIGN THROUGH PUPIL PERSONNEL SERVICES WHEREBY STUDENTS CAN BECOME ADAPTED TO LIFE'S CHALLENGES, ACQUIRE ATTITUDES APPROPRIATE TO LIFE-LONG LEARNING, DEVELOP PERSONAL INTERESTS TO ENJOY LEISURE TIME, AND DEVELOP EFFECTIVE MENTAL HEALTH CONCEPTS. (SELF-REALIZATION)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 1.0

COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Improved special education programs.
2. Accreditation
3. Growth of the TMR curriculum.
4. Changes in SAM Program.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. By June of 1975, all schools will have identified students with exceptional needs and the students will have been placed in the proper program. (C.I.G. 1.1)*	IDENTIFICATION OF SPECIAL EDUCATION STUDENTS												
	a. Develop procedures for monitoring individual school's work plan which is in progress.				X					X			
	b. Establish priorities based on housing availability.					X			X				
	c. Develop strategy to strengthen specific special education programs.						X	X					
	d. Establish a system of liaison with elementary schools.					X				X			

*Community Instructional Goal #

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Establish a regular ongoing in-service training for all teachers involved with exceptional children.				X	X	X	X	X	X	X	X	
	f. Conduct a comprehensive workshop for teachers, counselors, and administrators interested in students with exceptional needs.		X		X	X		X	X		X	X	
	g. Design a program to meet the needs of potential drop-outs that is suitable for other than students qualifying for Title I compensatory education.	X	X	X	X	X	X	X	X	X	X	X	X
	h. Design a program to meet the learing deficiencies of the students profiled by the guidance department and outline the requirements, including methods and equipment.	X	X	X	X	X	X	X	X	X	X	X	X
	i. Develop alternatives to deal with disruptive students and disruptive behavior, including suspension, exclusion, expulsion, etc.	X	X	X	X	X	X	X	X	X	X	X	X
	j. Develop a systematic analysis of data that is related to the mobility problem of students and the drop-out problem of students: a. Obtain b. Analyze c. Report	X	X	X	X	X	X	X	X	X	X	X	X

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GOAL: TO PROVIDE PROGRAM SUPPORT TO THE SCHOOLS WHEREBY STUDENTS CAN DEVELOP SOUND CHARACTER TRAITS, AWARENESS OF THE WORTH AND DIGNITY OF OTHERS, EFFECTIVE PEER RELATIONSHIPS, AND AN UNDERSTANDING OF THE WHOLESOME ROLES OF THE FAMILY UNIT. (HUMAN AWARENESS)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 2.0 COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Effective Health Council.
2. Home Teaching Program.
3. Effective Reading Program

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. 80% of the students, teachers and parents will express satisfaction with the District Health Program. (C.I.G. 2.1)*	HEALTH COUNCIL												
	a. Develop an instrument to survey student, teacher, parent, and community attitudes toward the school's health service program.				X	X	X						
	b. Administer the survey.							X	X				
	c. Analyze the data, form conclusions, and make recommendations for changes in the program.									X			
	d. Conduct in-service training program to study new techniques for school health program.				X	X	X	X	X	X	X	X	

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	e. Monitor new programs in each school.				X	X	X	X	X	X	X	X	
	f. Conduct monthly meetings with school nurses.				X	X	X	X	X	X	X	X	
2. Conduct a Home Teaching Program for all homebound students that meets the legal requirements. (C.I.G. 2.4)	HOME INSTRUCTION												
	a. Identify the homebound student.			X	X	X	X	X	X	X	X	X	
	b. Evaluate his educational needs.			X	X	X	X	X	X	X	X	X	
	c. Assign appropriate teacher to students.			X	X	X	X	X	x	X	X	X	
	d. Complete and submit State reports for reimbursement.										X	X	
3. As a result of pre and post-tests in reading, the net gain of every student receiving instruction in reading will be recorded. The average net gain for the reading area will be 1.5 grade levels. Whenever possible, objectives should be developed with all students and articulation should be translated to either English or the language arts at the secondary level.	a. Analyze and determine the community's educational needs in reading and the desired levels of student performance.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Identify skill areas that have a high correlation with success in reading and help teachers impart these skills through the use of activities and exercises.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Increased performance in the area of reading will contribute directly to increased performance in the areas of social studies and math.	X	X	X	X	X	X	X	X	X	X	X	X

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GOAL MATRIX

GOAL: TO PROVIDE PROGRAM SUPPORT WHEREBY EACH STUDENT WILL GAIN THE OPPORTUNITIES TO MAKE MATURE AND APPROPRIATE EDUCATIONAL AND OCCUPATIONAL CHOICES AND TO DEVELOP THE SKILLS AND FLEXIBILITY NECESSARY FOR ECONOMIC COMPETENCE IN A RAPIDLY CHANGING SOCIETY. (ECONOMIC EFFICIENCY)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 3.0

COMMUNITY MANAGERIAL GOAL REF NOS: ____

PERFORMANCE INDICATORS:

1. Growth in adult programs.
2. Expansion of counselor/student contact.
3. Reduction in program changes.
4. Improved career testing services.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. An increase of 25% of counselor/pupil contacts will occur. (C.I.G. 3.2)	COUNSELOR/STUDENT CONTACTS												
	a. Collect baseline data on the number of pupil/counselor contacts during 1973-74.			X	X	X	X	X	X	X	X	X	
	b. Analyze the data and in conjunction with Guidance Chairman, devise a program to increase counselor/pupil contacts.							X	X	X	X	X	X
	c. Quarterly, monitor the program and implement changes as needed.						X		X		X		
2. Student program changes will be decreased over the 1973-74 school year by 15% based on improved career counseling. (C.I.G. 3.2)	PROGRAM CHANGES												
	a. Collect baseline data on the average number of program changes per student for 1973-74.			X	X	X	X	X					

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	b. Meet the counseling staff and obtain suggestions for decreasing student program changes.								X	X	X	X	X
	c. Implement necessary procedures to activate program to decrease program changes.								X	X	X	X	X
	d. Continue to monitor and evaluate the programs during the school year.			X	X	X	X	X	X	X	X	X	X
3. The Pupil Personnel Division will articulate with the Career Education Personnel to provide adequate career guidance information to all students. (C.I.G. 3.2)	CAREER TESTING SERVICE												
	a. Determine appropriate tests to be administered.				X							X	
	b. Arrange for in-service education.				X	X	X	X	X	X	X	X	
	c. Assist in administration of tests.					X	X	X	X	X	X		
	d. Provide interpretation of tests.					X	X	X	X	X	X	X	
	e. Evaluate progress of the program.						X					X	

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GOAL : TO PROVIDE THE ADMINISTRATIVE SUPPORT TO THE PUPIL PERSONNEL SERVICES PROGRAM WHICH WILL ENABLE THE COUNSELING STAFF TO FUNCTION EFFECTIVELY, EFFICIENTLY, AND COOPERATIVELY AS A MEMBER OF THE PUPIL PERSONNEL SERVICES TEAM. (ADMINISTRATIVE SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. Improved Pupil Personnel Services.
2. Completed SDM Matrices.
3. Articulation of Special Programs.
4. Community contacts.

83 PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. 80% of the school staff will indicate that services provided by the Pupil Personnel Division of 1974-75 are more helpful than during the past year. (C.M.G. 1.7)*	PUPIL PERSONNEL SERVICES												
	a. Develop and mutually agree on counseling goals for each school.			X	X								
	b. Develop and mutually agree on objectives for each school.			X	X								
	c. Provide time at the Guidance Meetings to discuss individual school guidance center objectives.			X	X	X	X	X	X	X	X	X	
	d. Construct and administer a survey of administrator evaluation of services rendered. The survey will be administered quarterly.			X	X	X	X	X	X	X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	c. Review and institute changes as areas that need improvement are identified.		X	X	X	X	X	X	X	X	X	X	X
1. By June 1975, all counselors will have completed full cycle of the new Guidance Program. (C.M.G. 1.1)	SDM MATRIX												
	a. Each Counselor will have developed his goals for the year.		X										
	b. Each Counselor will have identified special areas of interest within the Guidance Program, upon which he will concentrate during the school year.		X	X	X	X	X	X	X	X	X	X	X
	c. Revise goals and objectives as needed.				X	X	X	X	X	X	X	X	X
	d. Direct and coordinate the District Guidance meeting on a weekly basis.			X	X	X	X	X	X	X	X	X	X
2. To improve the coordination of Educable Mentally Retarded, Learning Disability Group, Opportunity, and Transition classes within the schools. (C.M.G. 1.7)	SPECIAL PROGRAMS WITHIN THE COMPREHENSIVE SCHOOLS												
	a. With the assistance of the staff, develop a handbook for each special subject area.		X	X	X	X	X	X	X	X	X	X	X
	b. Develop a continuing in-service program for all Special Education Programs.				X	X	X	X	X	X	X	X	
	c. Whenever appropriate, secure permission from the Lincoln Intermediate Unit for authorization to increase the number of classes to offered above the regular State allocation.			X	X								
	d. Submit State report for reimbursement.										X		

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3. Increase by 20% the personal contacts with citizens. (C.M.G. 1.4)	COMMUNITY CONTACTS												
	a. Provide special education-oriented programs to the P.T.A., Service Clubs and local schools.			X	X	X	X	X	X	X	X	X	X

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GOAL: TO ASSIST THE COUNSELING STAFF IN PERSONAL DEVELOPMENT, PROGRAM DEVELOPMENT, COMMUNITY LIAISON, AND PROGRAM EVALUATION ORIENTED TOWARD THE ESTABLISHED EDUCATIONAL PLAN. (INSTRUCTIONAL SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 2.0

PERFORMANCE INDICATORS:

1. In-service education obtained.
2. Changes in guidance services.
3. Reduced program changes.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Conduct a Special Education Workshop, focusing on the exceptional child resulting in improved program and staff results. (C.M.G. 2.1)*	SPECIAL EDUCATION WORKSHOP												
	a. Establish calendar, location, and theme of workshop 1975.		X	X	X		X				X		
	b. Conduct workshop.										X		
	c. Evaluate workshop.										X		
2. 80% of students, teachers, and parents will express satisfaction with the District Guidance Program. (C.M.G. 2.2)	GUIDANCE SERVICES												
	a. Develop an instrument to survey student, teacher, parent, and community attitude toward the school's Guidance and Counseling Program.					X							
	b. Administer the survey.						X						

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	c. Analyze the data, form conclusions and make recommendations for changes in the program.								X				
	d. Conduct Guidance Workshop to study new guidance programs and techniques.		X										
	e. Monitor new programs established in schools			X	X	X	X	X	X	X	X	X	X
3. Student requests for program changes will be decreased by 20% (C.M.G. 2.2)	STUDENT PROGRAM CHANGES												
	a. Meet with counseling staff and obtain suggestions for decreasing student program changes.			X	X	X	X	X					
	b. Analyze data as to why program changes are requested.							X	X	X			

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GOAL MATRIX

GOAL : TO PARTICIPATE WITH ALL MEMBERS OF THE EDUCATION TEAM IN PROVIDING THE HIGHEST QUALITY PUPIL PERSONNEL SERVICES PROGRAM AT THE LOWEST POSSIBLE COST. (OPERATIONAL SUPPORT)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 3.0

PERFORMANCE INDICATORS:

1. Increase enrollments in programs.
2. Reduced program cost.
3. _____

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Decrease the costs of Pupil Personnel Services through program monitoring designed to eliminate waste and duplication. (C.M.G. 3.2)	COST EFFECTIVENESS												
	a. Prepare the budget.	X											
	b. Approve budget.		X										
	c. Establish monitoring system.			X	X	X	X	X	X	X	X	X	X
	d. Meet with staff regarding problems monthly.			X	X	X	X	X	X	X	X	X	X
	e. Evaluate progress through a review of budget information and prepare a report.											X	X

*Community Managerial Goal #

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PERSONNEL

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I. UNIT PHILOSOPHY:

The personnel staff is concerned with providing a quality team equipped to achieve the Education Program of the West York Area School District. In its effort to meet this need the staff endeavors to keep in focus human relationship and exemplary standard of excellence among this staff.

II. UNIT INSTRUCTIONAL GOALS: (List in priority -- limit to 6.)

1)

2)

3)

4)

5)

6)

III. UNIT MANAGERIAL GOALS: (List in priority -- limit to 6.)

1) Ensure employment of persons to meet the certificated personnel needs of the district.

2) Ensure the development and revision of policies and staff rules in the area of certificated personnel.

3) Ensure continued development and implementation of a performance evaluation program.

4) Ensure that the district's employment procedures remain consistent with fair employment practices.

5) Accomplish communication between the Personnel Office, the schools, and other district office departments.

6) Provide for such in-service education to develop personnel competencies required to implement and carry on personnel programs.

NOTE: COMPLETE A MATRIX ON EACH GOAL

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GOAL: ENSURE EMPLOYMENT OF PERSONS TO MEET THE CERTIFICATED PERSONNEL NEEDS OF THE DISTRICT.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. Number of dismissals and resignations in lieu of dismissal.
2. Ratio of interviews to openings.
3. Satisfaction of school administrators.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Annually, dismissals and resignations in lieu of dismissal shall number fewer than .5% of the total certificated staff. (C.M.G. 1.7)*	DISMISSALS												
	a. Confer and counsel with employees evaluated as unsatisfactory in order to determine possibility of resignation.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Include program for performance improvement as part of performance evaluation.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Employ only persons about whom there are no reservations.	X	X	X	X	X	X	X	X	X	X	X	X
2.1 Advertise openings, as necessary, to secure a pool of qualified, desirable applicants in excess of the number of openings. (C.M.G. 1.7)	STAFF OPENINGS												
	a. Advertise openings to placement offices.	X	X	X	X	X	X	X	X	X	X	X	X

*Community Managerial Goal #

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	b. Maintain an up-to-date distribution list for opening announcements.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Include sources of minority applicants on distribution list.	X	X	X	X	X	X	X	X	X	X	X	X
	d. Make recruiting visits to a variety of local teacher training institutions.										X	X	X
2.2 Maintain a ratio of no more than 10 persons interviewed by the personnel office for each opening and no more than 5 persons interviewed for each opening. (C.M.G. 1.7)	INTERVIEWS												
	a. Screen application materials before scheduling interviews in personnel office.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Interview only for known opening.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Refer to Superintendent for interview only those candidates rated excellent in the personnel office interview.	X	X	X	X	X	X	X	X	X	x	X	X
	d. Limit number of candidates referred to Administration to the minimum possible while still giving adequate choice.	X	X	X	X	X	X	X	X	X	X	X	X
2.3 Communications, written and oral, between the personnel office and the schools shall delineate essential details of openings. (C.M.G. 1.7)	COMMUNICATIONS												
	a. Certificated "Requisition" and "Recommendation" forms required of school to give personnel office information about openings.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Utilize "Staff Posters" with numbered slots to ensure accurate communication regarding openings and assignments.	X	X	X	X	X	X	X	X	X	x	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3.1 An adequate supply of substitutes shall be maintained (C.M.G. 1.7)	SUBSTITUTES												
	a. Form a list of qualified substitutes, adding to that list as necessary.			X									
	b. Maintain procedures to efficiently assign substitutes and to evaluate their performance.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Assign only substitutes maintaining a satisfactory level of performance.			X	X	X	X	X	X	X	X	X	X
	STAFF RULE REVISIONS												
	a. Maintain log.	X	X	X	X	X	X	X	X	X	X	X	X

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GOAL: ENSURE THE DEVELOPMENT AND REVISION OF POLICIES AND STAFF RULES IN THE AREA OF PERSONNEL.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. Number of policies and staff rules developed and/or revised.
2. Log of policies/rules sent to E.E.A.
3. Log of policies submitted to Board of Education.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 As the necessity arises, personnel policies and staff rules shall be revised, developed, or removed. (C.M.G. 1.6)*	POLICIES AND STAFF RULES												
	a. Develop or revise personnel policies and rules when a law change or an inequity appears.	X	X	X	X	X	X	X	X	X	X	X	X
2.1 A program for review and revision of existing policies and staff rules shall be completed by July, 1975. (C.M.G. 1.6)	a. Personnel policies and rules needing no revision retyped in new format before Jan. 1, 1975.					X	X						
	b. Personnel policies and rules revised as necessary, and put into new format before March 1, 1975.							X	X				
	c. New policies and rules developed before July, 1, 1975.									X	X	X	X

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GOAL: ENSURE CONTINUED DEVELOPMENT AND IMPLEMENTATION OF A PERFORMANCE EVALUATION PROGRAM TO MEET THE REQUIREMENTS OF THE SCHOOL DISTRICT.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0,2.0

PERFORMANCE INDICATORS:

1. Approval date of evaluation program.
2. In-service sessions at schools.
3. Meetings of Committee on Evaluation.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 "Meet and "discuss" on the evaluation program shall be completed and the program submitted to the Board of Education by February, 1975. (C.M.G. 1.2,2.5)*	EVALUATION PROCESS												
	a. Assist in conduct of meet and discuss.						X	X	X				
	b. Prepare materials for Board of Education.								X				
1.2 Copies of the approved evaluation program shall be distributed to staff within 10 days after approval by the Board of Education. (C.M.G. 1.2, 2.5)	a. Prepare and distribute approved evaluation program to staff.								X				
2.1 In-service sessions shall be held at each school and the district office within 30 days after distribution of the program for the purpose of explanation and	IN-SERVICE SESSIONS												
	a. Schedule meetings.									X			
	b. Utilize members of Evaluation Committee.									X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.1 (Continued) familiarization (C.M.G. 1.2, 2.5)	c. Secure support of Superintendent's Cabinet.									X	X	X	X
3.1 The Advisory Committee on Evaluation shall be reactivated. (C.M.G. 1.2, 2.5)	ADVISORY COMMITTEE												
	a. Appointment of replacement members				X	X							
	b. Meeting for review of proposed evaluation program revisions.					X	X						
3.2 The Advisory Committee shall assist with such review and revision of the evaluation program as may become necessary during the "meet and discuss". process. (C.M.G. 1.2, 2.5)	ADVISORY COMMITTEES												
	a. Meetings as necessary during meet and discuss.					X	X	X					

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GOAL: ACCOMPLISH COMMUNICATION BETWEEN THE CERTIFICATED PERSONNEL OFFICE, THE SCHOOLS, AND OTHER DISTRICT OFFICE DEPARTMENTS.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. Personnel office publications.
2. Frequency and adequacy of school contacts.
3. Satisfaction of superiors.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 A staff handbook summarizing essential and useful information shall be developed and distributed to staff by September, 1974. (C.M.G. 1.4)*	STAFF HANDBOOK												
	a. Develop handbook.	X	X										
	b. Distribute to staff.			X									
2.1 The superintendent shall be kept informed, in writing and orally, regarding personnel matters. (C.M.G. 1.4)	PUBLIC INFORMATION												
	a. Meet with Superintendent daily.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Inform Superintendent of important matters as they occur.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Submit confidential memo to Superintendent regarding legal personnel matters prior to each meeting of the Board of Education.	X	X	X	X	X	X	X	X	X	X	X	X

*Community Managerial Goal #

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2.2 The Personnel Office shall periodically issue informational memoranda to help ensure staff awareness of important deadlines, legal changes, and so forth. (C.M.G. 1.4)	STAFF AWARENESS												
	a. "Newsletter" for staff as important law and policy changes, announcements, deadlines, etc., occur.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Issue specific memos or bulletins, as necessary.	X	X	X	X	X	X	X	X	X	X	X	X
3.1 Personal contact with each school principal shall help ensure knowledge of the schools' needs. (C.M.G. 1.4)	SCHOOL/DISTRICT COMMUNICATIONS												
	a. Contact each principal weekly in person or by phone.	X	X	X	X	X	X	X	X	X	X	X	X
	b. Maintain written contact for details or openings at schools.	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Continually evaluate the progress of the negotiated contract and assist in continually renegotiating as required.	NEGOTIATIONS	X	X	X	X	X	X	X	X	X	X	X	X
	a. Staff meetings.												
	b. Organizational meetings.												
	c. Regional meetings.												

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GOAL: PROVIDE FOR SUCH IN-SERVICE EDUCATION TO DEVELOP PERSONNEL COMPETENCIES REQUIRED TO IMPLEMENT AND CARRY ON PERSONNEL PROGRAMS.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 2.0

PERFORMANCE INDICATORS:

1. Number of in-service programs.
2. Principals' and superiors' satisfaction.
3. _____

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 An in-service meeting will be held for principals before Christmas vacation, 1974, regarding new legal requirements for personnel dismissals. (C.M.G. 2.1)*	IN SERVICE EDUCATION												
	a. Schedule meetings with principals, by school.					X							
	b. Prepare materials for these meetings.					X							
1.2 In-service sessions shall be held during the school year, as necessary, for informational as well as skill development purposes. (C.M.G. 2.1)	a. In-service for implementation of new absence accounting system.					X							
	b. Superintendent's Cabinet.					X							
	c. School administrators and responsible clerical staff.					X							
	d. District office secretaries					X							

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BUSINESS / EDUCATIONAL SERVICES TEAM

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I. UNIT PHILOSOPHY:

Within budgetary constraints, BEST is committed to the most modern, innovative, systematic approaches to providing the very best service-audit-regulatory assistance for all components of the District.

II. UNIT INSTRUCTIONAL GOALS: (List in priority -- limit to 6.)

1) To provide facilities, support, and resources which will enable other units to meet community instructional goals within budgetary constraints.

2)

3)

4)

5)

6)

III. UNIT MANAGERIAL GOALS: (List in priority -- limit to 6.)

1) Establish an organizational climate that will enable the staff to integrate personal objectives with unit objectives.

2) Ensure business and educational services that meet the needs of students, staff, and community.

3) Develop and maintain user and patron support.

4)

5)

6)

NOTE: COMPLETE A MATRIX ON EACH GOAL

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GOAL MATRIX

GOAL: TO PROVIDE FACILITIES, SUPPORT, AND RESOURCES WHICH WILL ENABLE OTHER UNITS TO MEET COMMUNITY INSTRUCTIONAL GOALS WITHIN BUDGETARY CONSTRAINTS.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 1.0 - 4.0 COMMUNITY MANAGERIAL GOAL REF NOS: 3.0

PERFORMANCE INDICATORS:

1. Facility planning procedures.
2. Educational specifications.
3. Economic use of facilities.
4. Successful tax election.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Study, consolidate, and when necessary, develop District and school procedures dealing with facility planning and construction. (C.I.G. 1.1 - 4.2)*	FACILITY PLANNING												
	a. Collect materials for review and rewriting.			X	X	X	X						
	b. Rewrite and develop procedures.					X	X	X	X				
	c. Develop handbook for both District and schools on facility planning and construction.						X	X	X	X	X	X	X
1.2 As a member of a task force under the direction of the Superintendent, to develop program out-put leading to better utilization of present and future District educational facilities. (C.M.G. 1.0 - 1.9)	UTILIZATION OF FACILITIES												
	a. Meet on a bi-weekly basis with Superintendent.			X	X	X	X	X	X	X	X	X	X
	b. Meet with task force personnel to develop output.			X	X	X	X	X	X	X	X	X	X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	c. Meet with individual school's to review and explain program.						X	X	X	X	X	X	X
	d. First phase operational.						X	X	X	X	X	X	X
2.1 As chairman of the Educational Specifications Task Force to develop educational specifications for new District facilities. (C.I.G. 2.0)	EDUCATIONAL SPECIFICATIONS TASK FORCE												
	a. Develop procedural plan.					X							
	b. Select task force.												
	c. Develop educational specifications by departments.						X	X	X	X	X	X	X
	d. Submit final report.												X
3.1 Insure completion of present District building projects as per published time line.	BUILDING PROGRAM												
	a. Establish specific dates for architectural reports, inspector reports and contractor reports.			X	X	X							
	b. Agendize for board information bi-monthly progress reports on all construction projects.	X	X	X	X	X	X	X	X	X	X	X	X
4.1 To assist in every way in the passage of a tax increase to enable the District building program to move forward through a sound arrangement.	SPECIAL TAX PROBLEMS												
	a. Obtain legal opinions.			X	X	X	X	X					
	b. Assist in preparation of proposal for board information.				X	X	X	X	X				
	c. Assist in preparation of proposal for board action.					X	X	X	X				

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	d. Meet with individual school faculties.						X	X	X	X	X	X	X
	e. Initiate tentative educational specifications for facilities on a departmental basis.												X

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GOAL: ESTABLISH AN ORGANIZATIONAL CLIMATE THAT WILL ENABLE THE STAFF TO INTEGRATE PERSONAL OBJECTIVES WITH UNIT OBJECTIVES. (ADMINISTRATIVE)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 1.0

PERFORMANCE INDICATORS:

1. SDM Models complete.
2. Public information program.
3. New Board policies.
4. New departmental procedures.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. By June, 1975, a questionnaire completed by a random sample of staff will indicate increased job satisfaction.	SELF DIRECTED MANAGEMENT												
	a. Provide staff in-service training.							X				X	
	b. Make B.E.S.T. Council members available to staff for consultation.	X	X	X	X	X	X	X	X	X	X	X	X
	c. Develop and implement supervisor/supervisee monitoring conference system.							X					
	d. Encourage and attend departmental and division meetings.				X		X		X		X		
	e. Implement program of regular meetings by department and division.			X									

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2. Insure student, staff and community support for each District building project. (C.M.G. 1. 4)	PUBLIC INFORMATION												
	a. Meet with school staff to explain projects.			X	X	X	X	X	X	X	X	X	X
	b. Prepare and submit articles for publication.			X	X	X	X	X	X	X	X	X	X
	d. Visit each school 4 or more times.	X	X	X	X	X	X	X	X	X	X	X	::
	e. Assign one or more B.E.S.T members priority responsibility for coordinating an aggressive internal and external information system consisting of at least, but not limited to the following:												
	1. Press releases.					X	X	X	X	X	X	X	X
	2. B.E.S.T. Briefs.						X			X			X
	3. Departmental/Division progress report.												X
	4. Printed Budgets.										X		
	5. Board presentations.										X	X	X
	6. Financial report of the District.												X
	7. Fingertip Facts.						X						
3. To consolidate and revise the District's Board Policies and staff rules dealing with all phases of facility planning and construction. (C.M.G. 1.6)	BOARD POLICY REVIEW												
	a. Collect and review all existing policies and staff rules.		X	X	X	X							
	b. Rewrite existing policies and rules when necessary.		X	X	X	X							
	c. Add to or delete from existing policies and rules.		X	X	X	X							
	d. Submit for final approval.												X

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4. Update and modernize departmental procedures resulting in more efficient support services to schools. (C.M.G. 1.7)	Departmental Procedures												
	a. Implement "File It Right" system throughout B.E.S.T.												X
	b. Begin implementation of files retention, microfilming and District procedures in the District office operation.								X				
	c. To exercise responsibility for securing funds from private avenues by writing proposals.	X	X	X	X	X	X	X	X	X	X	X	X
	d. To increase school system productivity maintaining a program on item by item cost analysis and developing a basis for relating such costs to the teaching-learning process.	X	X	X	X	X	X	X	X	X	X	X	X
	e. To be able to account for all expenditures in terms of school programs and learning results.	X	X	X	X	X	X	X	X	X	X	X	X
	f. To develop a sound basis for all expenditures.	X	X	X	X	X	X	X	X	X	X	X	X
	g. To employ systematic and validated methods to assess the results of teaching to learning.	X	X	X	X	X	X	X	X	X	X	X	X

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GOAL: ENSURE BUSINESS AND EDUCATIONAL SERVICES THAT MEET THE NEEDS OF STUDENTS, STAFF AND COMMUNITY.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: _____ COMMUNITY MANAGERIAL GOAL REF NOS: 2.0

PERFORMANCE INDICATORS:

1. Centralized maintenance program.
2. New budget procedure.
3. Bus load factor.
4. Dollar value purchase orders.
5. Dollar value of work orders.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Make operational a centralized maintenance system. (C.M.G. 2.3)*	CENTRALIZED MAINTENANCE												
	a. Develop procedural plan.						X	X	X				
	b. Meet with Administration to review proposed procedures.						X	X					
	c. Meet with maintenance personnel, both District and school, on individual building basis to explain and review procedures.						X	X					
	d. Put centralized maintenance into operation.								X				
2.1 Complete modernization of District budget format by June of 1975. (C.M.G. 2.5)	FINANCIAL SYSTEMS												
	a. Develop new budget format.						X						

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PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	b. Develop new budget development procedures and guidelines							X					
	c. Expand management information system.	X	X	X	X	X	X	X	X	X	X	X	X
	d. Develop and implement in-service program.					X	X	X	X	X	X	X	X
	e. Develcp new financial allocations policies and procedures.					X							
2.2 To become completely familiar with District bidding procedure and letting of contracts. (C.M.G. 2.3)	BIDDING PROCEDURES												
	a. Develop an outline and time sequence of bidding procedure and the letting of contracts.		X	X	X	X							
	b. Review outline and time sequence.		X	X	X	X							

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PLANNING AND MANAGEMENT

I. UNIT PHILOSOPHY:

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To offer consultive assistance to all staff members in the optimization of planning and management and to assure that management information is rapidly and accurately available to personnel and patrons using the best system identified by systematic developmental research.

II. UNIT INSTRUCTIONAL GOALS: (List in priority -- limit to 6.)

1) Expand 9-week instructional unit concepts to include multiple access.

2) Upgrade all access by students and teachers in classroom environment.

3)

4)

5)

6)

III. UNIT MANAGERIAL GOALS: (List in priority -- limit to 6.)

1) Accomodate pupil population growth through optimum facility utilization.

2) Upgrade capability of district to prepare for inquiry and update of business, personnel and management information.

3) Foster a systematic analysis of organization and decision making through study and revision.

4) Reorganize research thrust in District to improve involvement of all decision elements and evaluate resultant.

5) Improve policy procedures and expand liaison with other policy-making governmental agencies.

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NOTE: COMPLETE A MATRIX ON EACH GOAL

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GOAL: EXPAND 9-WEEK INSTRUCTIONAL UNITS TO INCLUDE MULTIPLE ACCESS.

COMMUNITY INSTRUCTIONAL GOAL REF NOS: 1.0 COMMUNITY MANAGERIAL GOAL REF NOS: 2.0.3.0

PERFORMANCE INDICATORS:

1. Expansion of Quarter-length courses.
2. Increased entrance and exit student opportunities.
3. Summer school 1975 includes 9-week courses.

PERFORMANCE OBJECTIVE	WORKPLAN AND MONITORING	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1.1 Quarter-course numbers increase. (C.M.G. 3.3)*	YEAR ROUND SCHOOL												
	a. Obtain Quinmester catalog data.						X						
	b. Disseminate via Curriculum personnel.							X	X	X			
2.1 Graduates and new registrants spread from current peaks to 5 times annually. (C.I.G. 1.1, 1.2)	a. Gather historical data.					X			X				X
	b. Report resultants.						X			X			X
3.1 Restructure Summer School '75. (C.M.G. 2.6)	a. Quantify Summer School '74 costs and program.							X					
	b. Develop 9-week model								X	X	X	X	
	c. Contact all R & D laboratories to insure that the latest innovative techniques are considered and encouraged for application by the school district												

*Community Instructional/Managerial Goal #

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GLOSSARY OF TERMS

Adm.	Administrative Assistant
AAP	Affirmative Action Program
BEST	Business Educational Services Team
BD	Baseline Data
CAS	Central Administrative Service
CIG	Community Instructional Goal
CM	Centralized Management
CMG	Community Management Goal
CR	Civic Responsibility
DEP	Director of Educational Programs
DIG	District Instructional Goal
DM	Director of Media and Library Services
DMG	District Managerial Goal
DR	Director of Reading
DSS	Director of Special Services
DT	Director of Transportation
EE	Economic Efficiency
EEA	Education Evaluation Advisory Committee
EP	Educational Plan
EPGM	Educational Plan Goal Matrix
ESR	Educational Services & Research
GM	Goal Matrix
HR	Human Relationships
IA	Individual Accountability
IPC	Interpersonal Communications Seminar
LDP	Learning Development Program
LIU	Lincoln Intermediate Unit
MAI	Management Accounting Information
NA	Needs Assessment
P	Personnel
PA	Program Accountability
PAP	Personnel and Production
PM	Participatory Management
PO	Performance Objectives

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GLOSSARY OF TERMS - CONT'D

PPBS	Program Planning Budgeting Systems
PPS	Pupil Personnel Services
R&D	Research & Development
S	Superintendent
SAM	Staff and Management
SDM	Self Directed Management
SETS	Seminars in Education Training
SR	Self Realization
TIP	Teacher Incentive Projects
TMR	Trainable Mentally Retarded
UIG	Unit Instructional Goal
UMG	Unit Managerial Goal

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CONCLUSION

"THIS IS ONLY A BEGINNING, NOT AN END."

"Responsibility is null when nobody knows who is responsible."

John Stuart Mill,
Representative Government